Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: May 2012
FROM: Graduate Studies and Research

The Graduate Council submits the following items from the April 12, 2012, meeting for consideration. Items marked with an asterisks [*] are information items. All other items are consent items.

I.   Create a Temporary Course
        SPED 595 Advanced Preparation Capstone for Learning and Behavior Disorders*
        CHEM 532 Scanning Probe Microscopy*

II.   Create a Course
        LTCY 500 Fundamentals of Reading and Related Language Arts
        LTCY 501 Reading and Writing for Learning
        LTCY 502 Differentiating Literacy Instruction
        LTCY 503 Assessment and Evaluation of Reading and Writing
        LTCY 504 Strategy-Based Reading and Writing Intervention
        LTCY 505 Job-Embedded Literacy Methods
        LTCY 510 Methods of Teaching Literacy to Adolescents
        IECE 526 Practicum in Interdisciplinary Early Childhood Education
        IECE 530 Advanced IECE Curriculum and Development
        IECE 550 Advanced Early Childhood Assessment
        EDU 599 Thesis Research and Writing
        EDU 600 Maintaining Matriculation
        RSA 560 Issues in Nonprofit Administration
        RSA 565 Nonprofit Grant Writing and Fundraising
        RSA 570 Fiscal Administration in the Nonprofit Sector
        RSA 585 Nonprofit Practicum
        BA 504 MBA Foundation Modules Pt 1
        BA 506 MBA Foundation Modules Pt 2
        BA 508 MBA Foundation Modules Pt 3
        CHEM 595 Scientific Writing in Chemistry

III. Revise Course Title
        CHEM 569 Internship in Chemistry I

IV. Revise Course Catalog Listing
        MUS 514 Secondary Music Curriculum

V.   Multiple Revisions to a Course
        CHEM 596 Cooperative Research I
        CHEM 597 Cooperative Research II
        COMM 510 Strategies for Teaching Speech Communication

VI. Delete a Course
        EDFN 548 Research in Curriculum and Instruction
        EDFN 720 Foundation of Rural Education Policy
        EDAD 586 Creating a High performance Culture
        EDAD 611 Leading Change
        EDAD 680 Removing Barriers to Learning
        NURS 542 Occupational Health Nurse Practicum II
        NURS 543 Occupational Health Nurse Practicum III

VII. New Certificate Program
    Literacy in Post-Secondary Settings
    Nonprofit Administration

VIII. Revise a Program
    Master of Arts in Education in Interdisciplinary Early Childhood Education,
        Birth to Primary, Ref. #0436
    Master of Arts in Education in Special Education: Learning and Behavioral Disorders, Ref. #0437
    Master of Arts in Education in Middle Grades Education
        (Alternative Route to Teacher Certification), Ref. #139
    Master of Arts in Education in Secondary Education
        (Alternative Route to Teacher Certification), Ref. #103
    Master of Arts in Education in School Counseling, Ref. #046
    Master of Arts in Applied Economics, Ref. #0410
    Engineering Technology Management, Ref. #0447
    Master of Science in Biology, Ref. #056
    Master of Science in Computer Science, Ref. #117
    Music Education for Teacher Leaders, Ref. #0439

IX. Revise a Certificate Program
    Family Nurse Practitioner Certificate, Ref. #0449

X.   Deletion of Endorsement Codes
    Certification-Only in Counseling, Ref. #159*

XI. Delete a Program Concentration
    Master of Science in Nursing: Occupational Health Nurse, Ref. #149

College of Education and Behavioral Sciences
Department of Exceptional Education
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Gail Kirby gail.kirby@wku.edu 745-3746

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: SPED 595
    1.2   Course title: Advanced Preparation Capstone for Learning and Behavior Disorders
    1.3   Abbreviated course title: Advanced Prep Cap LBD
    1.4   Credit hours: 3
    1.5   Schedule type: N
    1.6   Prerequisites: Passing score on required Praxis II exams for Kentucky LBD certification prior to enrolling. By instructor permission only.
    1.7   Course description:

    A capstone course in the LBD program for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.

2. **Rationale**
    2.1   Reason for offering this course on a temporary basis:

    Currently, all graduate students in the LBD program, both initial certification and advanced certification, take EXED 590- Advanced Internship in Special Education. Kentucky's Education Professional Standards Board (EPSB) has set new guidelines for initial certification of teachers effective September, 2012. These guidelines include specific demands for initial certification students in a supervised field placement with specific parameters that are appropriate for the current course, EXED 590. Those parameters are not appropriate for the advanced candidate who has already served a student teaching experience and is already qualified to teach.   The needs of these two groups of students are significantly different enough to warrant a separation of the two. To meet advanced students' needs, the proposed course, SPED 595-Advanced Preparation Capstone for Learning and Behavior Disorders, has been developed. This temporary course would allow faculty to meet the EPSB effective dates of Fall 2012.

    2.2   Relationship of the proposed course to courses offered in other academic units:

    Other programs have capstone courses, but none will meet the needs of advanced students in the content area of learning and behavior disorders with the skills and knowledge in this content area. This course is planned to be the capstone course for teachers who already hold a valid teaching certificate and are completing their course of study for certification to teach P-12 LBD students.

3. **Description of proposed course**
    3.1   Course content outline

    - Link K-12 LBD student results to instructional practice using WKU Teacher Work Sample.
    - Reflect on skills and knowledge mastered in course work while observing/teaching in a special education setting.
    - Develop a Professional Growth Plan (PGP) citing areas of strength and areas requiring additional professional development in order to strengthen skills for teaching students with LBD.

    3.2   Tentative text(s)

McCarney, S. B. (1993). *The pre-referral intervention manual.* Columbia, MO: Hawthorne.

4. Term of Implementation: Fall 2012

5. Dates of review/approvals:

School of Teacher Education	02/10/2012
CEBS Curriculum Committee	02/28/2012
Professional Education Council	03/14/2012
CEBS Dean	03/14/2012
Graduate Council Chair	04/12/2012
Provost:	_____

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Stuart Burris, stuart.burris@wku.edu, 745-2973

6. **Identification of proposed course**
   1.8   Course prefix (subject area) and number: CHEM 532
   1.9   Course title: Scanning Probe Microscopy
   1.10   Abbreviated course title: Scan Probe Microsc
   1.11   Credit hours: 3
   1.12   Schedule type: Lecture/Lab (2/1)
   1.13   Prerequisites/corequisites: CHEM 435 or permission of instructor
   1.14   Course description: A survey of scanning probe microscopy techniques focused primarily on atomic force microscopy and scanning tunneling microscopy. Includes basic theory, techniques for sample preparation, and training in the operation of AFM/STM equipment.

7. **Rationale**
   2.3   Reason for offering this course on a temporary basis: Trial offering of the course
   2.4   Relationship of the proposed course to courses offered in other academic units:
           The only related course in the University is BIOL 404/G – Electron Microscopy. While electron microscopy is also a scanning probe microscopy technique, there is negligible overlap between the proposed course and BIOL 404/G.

8. **Description of proposed course**
   8.1   Course content outline
           STM/AFM History & Development
           AFM Instrumentation
                   Scanners
                   Cantilevers & Tips
           AFM Modes
                   Contact
                   Intermittent contact
                   Non-contact
                   Derivative Modes
           Sample Preparation
           Images and Image Processing
           Applications
           Hands-on Training
   8.2   Tentative text(s)
           Atomic Force Microscopy, Peter Eaton & Paul West – Oxford University Press
           ISBN-13: 9780199570454

9. **Second offering of a temporary course (if applicable)**
   9.1   Reason for offering this course a second time on a temporary basis:
   9.2   Term course was first offered:
   9.3   Enrollment in first offering:

10. **Term of Implementation:** Summer 2012

11. **Dates of review/approvals:**

   Department of Chemistry   __3/20/2012_____

OCSE Curriculum Committee   __3/23/12_____

Graduate Council   04/12/2012

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Pam Petty, pamela.petty@wku.edu, (270) 745.2922

1.   **Identification of proposed course:**
       1.1   Course prefix (subject area) and number: LTCY 500
       1.2   Course title: Fundamentals of Reading and Related Language Arts
       1.3   Abbreviated course title: Fund Read & Language Arts
       1.4   Credit hours and contact hours: 3 hours
       1.5   Type of course: Lecture
       1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings Certificate, or
               instructor permission
       1.7   Course catalog listing:
               A survey of models of the reading process, research on oral and written language development,
               and the significant approaches to reading instruction. Provides instruction for fundamental
               understanding of the theoretical rationale of the reading and related language arts processes.
               Course is not appropriate for certified teachers and does not count toward the MAE in Literacy
               Education.

2.   **Rationale:**
       2.1   Reason for developing the proposed course:
               The primary impetus for development of the proposed course are urgent requests from community
               and technical colleges specifically under guidelines to meet accreditation guidelines for reading
               instructors that recommend a minimum of 18 hours of post-graduate hours in reading. Current
               course listings within the MAE Literacy program are restricted to those individuals who hold
               current teacher certification. Therefore, there are no existing Literacy graduate courses available
               for non-teacher certified individuals who need post-graduate work in literacy. The proposed
               course will provide guidance for aligning courses/instruction with the Kentucky Core Academic
               Standards and prepare those working in community/technical colleges to better meet guidelines
               related to college readiness and retention mandated by Senate Bill 1 (2009). Further, this course
               provides experiences in aligning curriculum, instruction, and assessment with standards from the
               International Reading Association (IRA) and the National Council of Teachers of English
               (NCTE). This course was offered as a temporary course in fall 2011.

       2.2   Projected enrollment in the proposed course:
               The proposed course will be a required course for the proposed Literacy in Post-Secondary
               Settings Certificate. An average of 15 students per semester is expected to enroll in the course
               each offering. This estimate is based on the number of requests received by Literacy program
               faculty from community/technical colleges, adult education centers, and other post-secondary
               educational institutions.

       2.3   Relationship of the proposed course to courses now offered by the department:
               This course is similar to LTCY 519 Foundations of Reading Instruction in that it does provide an
               overview of reading processes, but LTCY 519 assumes a background in teacher education. The
               proposed course is planned to be part of a Literacy in Post-Secondary Settings Certificate.
               Courses within the Literacy in Post-Secondary Settings Certificate will focus not only on the
               foundational aspects of reading, writing, listening, and speaking, but will also include a focus on
               highly effective teaching and learning. Since students in this proposed course will not hold
               teacher certification, the proposed course will included instructional elements of maintaining a
               positive learning climate, assessment and reflection, instructional rigor, and student engagement.
               There is one other course in the School of Teacher Education (STE), SMED 530 *Literacy Support*

for Diverse Learners in Mathematics and Science, that is designed to develop literacy education skills in students who are not already certified teachers. SMED 530 is a reading course for non-teacher certified individuals but has the following prerequisites that keep it from being an option for those non-teacher certified individuals but it is restricted to students in the GSKyTeach program and emphasizes development of literacy skills in teaching mathematics and science. There are no other courses offered on WKU's campus that address foundational reading and language arts curricula that are available to students who are not already certified teachers.

2.4   Relationship of the proposed course to courses offered in other departments:
There are no other courses offered at WKU that address foundational reading that are available to non-teacher certified students. LTCY 500 could serve as a service course for some MAE programs, such as the MAE in Adult Education.

2.5   Relationship of the proposed course to courses offered in other institutions:
Most universities in Kentucky and throughout the United States offer reading courses that focus on foundations, theories, and process related to reading and the integrated language arts; however, almost without exception these are offered within MAE programs and require that candidates in the program hold a teaching license. One exception, California State University, Fullerton, offers a similar course within their certificate program (READ 505 Foundations of Post-Secondary Reading and Learning) for non-teacher certified individuals. This proposed course is a "just in time" course to fit the needs of a changing educational structure (developmental/remedial education) that is emerging nationwide.

3.   Discussion of proposed course:
3.1   Course objectives:
As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learners' literacy development. At the conclusion of this course students will:

- Demonstrate an understanding of research in reading and language arts;
- Gain experience with how people learn to read;
- Understand and teach the phonological and morphological structure of English;
- Understand and teach orthography/spelling;
- Recognize the relationship between second language acquisition and reading/writing;
- Recognize the relationship among language, spelling, reading and writing;
- Demonstrate understanding of the psychological and sociolinguistic aspects of reading and writing;
- Demonstrate understanding of balanced comprehensive literacy instruction;
- Demonstrate respect for such individual differences as ethnic, culture, gender, linguistic and socioeconomic status; and
- Understand and teach the writing process (prewriting, drafting, revising, editing, publishing).

3.2   Content outline:
- Examine and align with Kentucky Core Academic Standards for ELA Knowledge and Beliefs About Reading
- Cognitive Insights into Reading and Learning to Read
- Structure of the English language (phonology, morphology, orthography)
- Schema Theory and Reading Comprehension
- Reading and writing instruction for English Language Learners
- Culturally responsive literacy and differentiated instruction
- Metacognition and Learning
- Approaches to Reading Instruction
- Process writing
- Reading Fluency

- Vocabulary Knowledge and Concept Development

3.3   Student expectations and requirements:
Students will be expected to demonstrate an understanding of the fundamentals of reading instruction. Students will be expected to know how to guide learners' development in all aspects of literacy learning including vocabulary, comprehension, and fluency. During this course students will demonstrate that they a) understand national (IRA, NCTE) and state standards (Kentucky Core Academic Standards); b) can deconstruct those standards into learning targets, appropriately plan instruction using those learning targets/standards and; c) know how to assess student learning on those standards. Students will be expected to read, reflect, work cooperatively with peers, and take leadership roles within the course. During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective ways of providing research-based literacy instruction. Student learning will be evaluated through article and book critiques, participation, presentations, and creation of lesson plans and a unit that represent alignment with standards.

3.4   Tentative texts and course materials:
Vacca, J.A.L., Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhard, L.A., & McKeon, C.A. (2009). *Reading and learning to read,* 7th ed. NY: Allyn & Bacon.

Cobb, J. B. & Kallus, M. K. (2011). *Historical, theoretical, and sociological foundations of reading in the United States*. NY: Allyn & Bacon.

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

5.   Budget implications:
5.1   Proposed method of staffing: Existing departmental faculty; no new faculty will be needed.

5.2   Special equipment needed:
None

5.3   Expendable materials needed:
None

5.4   Laboratory materials needed:
None

6.   Proposed term for implementation:
Summer 2012

7.   Dates of prior committee approvals:
School of Teacher Education   12/14/2011

CEBS Curriculum Committee   2/7/2012

Graduate Council   4/12/2012

University Senate   _____

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

Contact Person: Pam Petty, pamela.petty@wku.edu, (270) 745.2922

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: LTCY 501
   1.2   Course title: Reading and Writing for Learning
   1.3   Abbreviated course title: Read & Write for Learning
   1.4   Credit hours and contact hours: 3 hours
   1.5   Type of course: Lecture
   1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission
   1.7   Course catalog listing:
            Instruction in the ways reading and writing are interrelated processes, facilitate learning from print, and woven together to better prepare students for the critical reading, critical thinking, and writing expectations of college and career. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

2.   Rationale:
   2.1   Reason for developing the proposed course:
            College and career readiness standards require that learners must read for information and write to communicate. This proposed course will be a required course in the proposed Literacy in Post-Secondary Settings Certificate. Specifically, this course will focus on how to teach students how to learn from expository text and how to communicate clearly through writing to learn. Discipline specific (i.e., science, history, social studies) content area reading instructional methods and strategies will prepare students in this course to provide support for learners. Requests from community and technical colleges to offer post-graduate courses in Literacy have been received. Specifically, non-teacher certified personnel working in post-secondary settings need to meet an 18 hour Southern Association of Colleges and Schools (SACS) guideline. Current course listings within the MAE Literacy program are restricted to those individuals who hold current teacher certification. Therefore, there are no existing Literacy graduate courses available for non-teacher certified individuals who need post-graduate work in literacy.

   2.2   Projected enrollment in the proposed course:
            The proposed course will be a required course for the proposed Literacy in Post-Secondary Settings Certificate. An average of 15 students per semester is expected to enroll in the course each offering. This estimate is based on the number of requests received from community/technical colleges, adult education centers, and other post-secondary educational institutions.

   2.3   Relationship of the proposed course to courses now offered by the department:
            This course is similar in content to LTCY 524 Teaching Literacy in the Content Areas; however, students in this proposed course will not hold teacher certification which is an admission requirement in the current MAE-Literacy Education program. Additionally, LTCY 524 assumes a background in teacher education. A course for non-teacher certified individuals, SMED 530 Designing Instruction for Students with Special Needs and Promoting Literacy, is offered, but it is designed specifically for and restricted to students admitted to the GSKyTeach program.

   2.4   Relationship of the proposed course to courses offered in other departments:
            While there are other offerings on campus that involve reading to learn and writing to learn those courses are focused on the student's capabilities, not on preparing them to teach to others the

processes of reading to learn and writing to learn. LTCY 501 could serve as a service course for some MAE programs, such as the MAE in Adult Education. There are no other courses offered at WKU that prepare non-teacher-certified individuals to teach content/disciplinary reading and writing.

2.5   Relationship of the proposed course to courses offered in other institutions:
Content-area literacy courses are staples in MAE programs for Literacy in post-secondary institutions across the nation. Typically, MAE programs have admission requirements that include holding a current teaching certificate. This proposed course is unique in that it targets instructors at community colleges, technical colleges, and adult education centers who do not hold current licensure and for non-educators who want to teach in post-secondary institutions that require 18 hours of reading courses to meet Southern Association of Colleges and Schools (SACS) accreditation guidelines.

3.   Discussion of proposed course:
3.1   Course objectives:
As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learners' literacy development. At the conclusion of this course students will:

- Demonstrate an understanding of and instructional use of the Kentucky Core Academic Standards;
- Understand the basic concepts and pedagogy associated with content area reading;
- Demonstrate instructional practices related to content area reading and study skills;
- Understand the basic processes and pedagogical foundations associated with process writing for learning;
- Demonstrate instructional practices related to process writing for learning;
- Develop instructional plans using practical and motivating strategies for making reading and writing tools for learning;
- Exhibit an understanding of literacy coaching strategies that enhance content learning and instruction that provides students with the skills and strategies they need to extend content knowledge for success in college and career arenas.

3.2   Content outline:

As a result of successfully completing the course, participants will have the vocabulary for and a working understanding of a range of effective strategies, processes, and techniques for teaching content area reading with the express purpose of teaching students to learn from print:

- Trends in content area reading and writing;
- Process of actively reading information text;
- Kentucky Core Academic Standards for information text (reading) to teach students to:
    - Read closely to determine what the text says explicitly and to make logical inferences from it;
    - Cite specific textual evidence when writing or speaking to support conclusions drawn from the text;
    - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas;
    - Analyze how and why individuals, events, and ideas develop and interact over the course of a text;
    - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone;

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- Assess how point of view or purpose shapes the content and style of a text;
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence;
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; and
- Read and comprehend complex literary and informational texts independently and proficiently.

- Kentucky Core Academic Standards for information text (writing) to teach students to:

  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
  - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;
  - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;
  - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others;
  - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation;
  - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism;
  - Draw evidence from literary or informational texts to support analysis, reflection, and research; and
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

- National and State Standards for IRA content area reading standards and NCTE language arts standards

3.3   Student expectations and requirements:
Students will be expected to demonstrate an understanding of the interrelated nature of the reading and writing processes, especially in terms of learning from print. Students will be expected to know how to integrate reading and writing into content instruction in ways that align with the Kentucky Core Academic Standards, standards for content teachers from the International Reading Association (IRA), and standards for writing from the National Council of Teachers of English (NCTE). During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective ways of providing research-based reading and writing instruction in content areas. Student learning will be evaluated through article and book critiques, participation, presentations, and creation of lesson plans and a unit that represent alignment with standards as embedded professional development in their current positions or through job-embedded experiences.

3.4   Tentative texts and course materials:
Dussenberry, P. & Moore, J. O. (2011). *Crossroads: Integrated reading and writing*. NY: Longman.

Strong, W. (2011). *Coaching writing in content Areas: Write-for-insight strategies.* NY: Allyn and Bacon.

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

5.   Budget implications:
   5.1   Proposed method of staffing:
           Existing departmental faculty; no new faculty will be needed.

   5.2   Special equipment needed:
           None

   5.3   Expendable materials needed:
           None
   5.4   Laboratory materials needed:
           None

6.   Proposed term for implementation:
   Summer 2012

7.   Dates of prior committee approvals:

   School of Teacher Education: 12/14/2011

   CEBS Curriculum Committee   02/07/2012

   Graduate Council   4/12/2012

   University Senate   _____

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

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: LTCY 502
   1.2   Course title: Differentiating Literacy Instruction
   1.3   Abbreviated course title: Differentiating Ltcy Instr
   1.4   Credit hours and contact hours: 3 hours
   1.5   Type of course: Lecture
   1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission
   1.7   Course catalog listing:
   Exploration of differentiated literacy instruction focusing on modification of instructional content, process, assessment, and student product to meet the needs of all learners. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

2. **Rationale:**

   2.1   Reason for developing the proposed course:
   This course is needed to prepare Literacy in Post-Secondary Settings Certificate candidates to build a literacy curriculum that recognizes and appreciates the differences in the way reading instruction needs to be adapted to serve all learners. The WKU service region has many diverse literacy learners. Requests from community and technical colleges to offer post-graduate courses in Literacy have been received. Specifically, non-teacher certified personnel working in post-secondary settings need to meet an 18 hour Southern Association of Colleges and Schools (SACS) guidelines. Current course listings within the MAE Literacy program are restricted to those individuals who hold current teacher certification. Therefore, there are no existing Literacy graduate courses available for non-teacher certified individuals who need post-graduate work in literacy.

   2.2   Projected enrollment in the proposed course:
   The proposed course will be a required course for the proposed Literacy in Post-Secondary Settings Certificate. An average of 15 students per semester are expected to enroll in the course each offering. This estimate is based on the number of requests received by Literacy program faculty from community/technical colleges, adult education centers, and other post-secondary educational institutions.

   2.3   Relationship of the proposed course to courses now offered by the department:
   This course is similar to LTCY 527 Literacy Learning and Cultural Diversity which is a required course within the MAE-Literacy Education program and does aid teachers in working with diverse student populations; however, this course is not as specific for adjusting instruction based on many factors of diversity. Additionally, LTCY 527 requires admission into the MAE-Literacy Education program and candidates must hold a teaching certificate. While other program areas in the School of Teacher Education offer courses, e.g., EDU 522 Foundations of Differentiated Instruction and EXED 531 Advanced Prescriptive Teaching, which delve into the individual needs of learners, neither focuses exclusively on differentiated literacy instruction. Both EDU 522 and EXED 531 require that students hold a teaching certificate. SMED 530 Literacy Support for Diverse Learners focuses on developing literacy instruction for diverse learners in math and science rather than all learners. Additionally, all SMED 530 students must be accepted into the GSKY teach program and meet all prerequisites.

2.4   Relationship of the proposed course to courses offered in other departments:
        Courses regarding differentiated instruction do not exist in other departments.
        PSY 520 Individual Differences and Diversity addresses individual and group differences from
        research- and theory-based psychological perspectives rather than an application and education-
        oriented perspective. Although MATH 507 Math Concepts for Elementary Teachers, MLNG
        474G Teaching Foreign Language, BIOL 507 Science Concepts for Elementary Teachers, and
        ENG 566 Teaching and Testing ESL Grammar are teaching methods courses, they do not focus on
        differentiated literacy instruction. Additionally, these courses are intended for graduate students
        who are already certified. The proposed course may provide a service to students enrolled in
        masters programs such as Adult Education by offering them the opportunity to enrich their own
        core program with this proposed course.

2.5   Relationship of the proposed course to courses offered in other institutions:
        Most universities in Kentucky and throughout the United States offer education courses in
        differentiating instruction for diverse populations; however, this proposed course is unique
        because it focuses solely on methods of differentiating literacy instruction for diverse populations.
        Additionally, those course offerings at other institutions across the US require graduate program
        admission and teacher certification.

3.   Discussion of proposed course:
3.1   Course objectives:
        As a result of successfully completing the course, students will have the vocabulary for and
        knowledge of a range of effective strategies, processes, and techniques for supporting learners'
        literacy development. At the conclusion of this proposed course, students will be able to:
        - Understand theory and research regarding differentiated instruction as a planned
          approach rather than a reactive approach to teaching literacy;
        - Understand the role of the literacy teacher in differentiated instruction;
        - Determine learners' needs;
        - Adapt the literacy curriculum to meet the needs of all learners;
        - Differentiate the learning process, product, and environment for all learners;
        - Monitor and evaluate literacy assessment strategies for differentiation; and
        - Design differentiated literacy lessons and units.

3.2   Content outline:
        - Theory and Research of Differentiated Instruction
          Introduction to theory and research behind differentiated instruction.
        - Understanding Learner Needs
          Readiness levels, interests, learning profiles, and learning styles will be presented.
        - The Role of the Literacy Teacher in Differentiated Instruction
          An exploration of how the literacy teacher orchestrates, guides, and plans the
          differentiated learning experiences in response to learners' needs.
        - Differentiating the Literacy Curriculum
          Examination of how to adapt the literacy curriculum in response to the varying needs of
          all learners in the classroom.
        - Differentiating the Learning Process
          Focuses on learning how to differentiate the learning process by creating opportunities,
          such as learning centers, flexible grouping, and use of manipulatives, for students based
          on students' readiness, learning preferences, and interests.
        - Differentiating the Product
          Focuses on learning how to guide learners to select effective and appropriate
          demonstrations and presentations of learning based on their varying needs.
          Differentiating the product may include student created speeches, posters, models, skits,
          or dances.
        - Differentiating the Environment

Develops an understanding of the ways in which the learning environment must be altered to nurture the varying needs of its learners, including having a growth mindset, making personal connections, and creating caring communities.

- Monitoring and Evaluating
Focuses on understanding how to use literacy assessment strategies before, during, and after reading in the differentiated literacy classroom.
- Planning Lessons and Units
Focuses on application of differentiated literacy instruction as students learn how to design and evaluate literacy lessons and units that incorporate differentiated strategies.

3.3   Student expectations and requirements:
Students will read, think, share ideas, question, and learn together. During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective ways of differentiating literacy instruction in response to learners' needs through their own scholarly research and presentation to classmates. Student learning will be evaluated through article and book critiques, participation, presentations, and creation of lesson plans and a unit.

3.4   Tentative texts and course materials:
Drapeau, P. (2004). *Differentiated instruction making it work: A practical guide to planning, managing and implementing differentiated instruction to meet the needs of all learners.* New York, NY: Scholastic.

King-Shaver, B., & Hunter, A. (2009). *Adolescent literacy and differentiated   instruction.* Portsmouth, NH: Heinemann.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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

5.   Budget implications:
5.1   Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed.

5.2   Special equipment needed:
None

5.3   Expendable materials needed:
None

5.4   Laboratory materials needed:
None

6.   Proposed term for implementation: Summer 2012
7.   Dates of prior committee approvals:

School of Teacher Education   12/14/2011

CEBS Curriculum Committee   02/07/2012

Graduate Council   4/12/2012

University Senate   _____

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

Contact Person: Pam Petty, pamela.petty@wku.edu, (270) 745.2922

1.   Identification of proposed course:
    1.1   Course prefix (subject area) and number: LTCY 503
    1.2   Course title: Assessment and Evaluation of Reading and Writing
    1.3   Abbreviated course title: Assess & Eval Read & Write
    1.4   Credit hours and contact hours: 3 hours
    1.5   Type of course: Lecture
    1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings Certificate, or
            instructor permission
    1.7   Course catalog listing:
            An introduction to assessment and evaluation of readers and writers. Includes experience in
            reviewing, matching, and administering assessments. Using data to inform instruction, including
            formative and summative assessments. Course is not appropriate for certified teachers and does
            not count toward the MAE in Literacy Education.

2.   Rationale:

    2.1   Reason for developing the proposed course:
            Community and technical colleges have made repeated requests for the university to offer
            coursework in Literacy for non-teacher certified instructors. To meet accreditation guidelines for
            teaching reading requires a minimum of 18 hours of post-graduate hours in literacy/reading. This
            course answers the need for a deep focus on assessment and using data for improved instruction.
            This course will provide guidance for aligning assessments and instruction with the Kentucky
            Core Academic Standards and prepare those working in community/technical colleges to better
            meet mandates related to college readiness and retention mandated by Senate Bill 1 (2009).

    2.2   Projected enrollment in the proposed course:
            The proposed course will be a required course for the proposed Literacy in Post-Secondary
            Settings Certificate. An average of 15 students per semester is expected to enroll in the course
            each offering. This estimate is based on the number of requests received from
            community/technical colleges, adult education centers, and other post-secondary educational
            institutions.

    2.3   Relationship of the proposed course to courses now offered by the department:
            LTCY 520 Clinical Diagnosis of Reading Ability offers clinical experiences with investigating
            reading/literacy assessments for P-12 students. However, this course is a restricted course within
            the MAE-Literacy Education program and requires that all students have teacher certification.
            The proposed course, LTCY 503, is planned to be part of a Literacy in Post-Secondary Settings
            Certificate. Courses within the certificate are different than any current graduate literacy courses
            in that a current teaching certificate is not required of those students enrolled in the course.
            Additionally, this course takes into account that graduate students enrolling in the course may
            have no background in education courses. TCHL 550 *Assessment I: Fundamentals*, TCHL 554
            Assessment II: Standardized Testing, and TCHL 558 *Assessment III: Classroom Tests* all focus on
            assessment for P-12 settings and require admission into the Teacher Leader Masters MAE
            programs, all of which are restricted to certified teachers.

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

There are no other courses offered at WKU that address foundational reading that are available to people who do not hold a teaching certificate. LTCY 503 could serve as a service course for MAE programs, e.g., the MAE in Adult Education. The program coordinator has expressed interest in including LTCY 503 on some students' programs of study, as most students in this program do not hold teacher certification, though they may teach literacy-related skills to adults.

2.5 Relationship of the proposed course to courses offered in other institutions:
Assessment is an essential element of any MAE program for Literacy. Most universities in Kentucky and throughout the United States offer reading courses that focus on assessment and evaluation for reading and writing. The proposed course is specifically designed for instructors at community colleges, technical colleges, and adult education centers who do not hold current licensure and for non-educators who want to teach in post-secondary institutions that require 18 hours of reading courses to meet SACS accreditation guidelines.

3. Discussion of proposed course:
3.1 Course objectives:

This course is designed to provide an introduction to and understanding of the role of assessment and evaluation of readers and writers. At the conclusion of this course students will:

- Know how to review assessment options;
- Understand how to match assessments with learners;
- Demonstrate the role of assessment in matching learners with methods and materials to aid instruction and increase learning;
- Demonstrate how to incorporate formative and summative assessments within instruction to monitor student learning, inform learners, and inform instruction; and
- Be able to administer appropriate reading assessments.

3.2 Content outline:
Instruction will include the purposes of, administration of, and reporting of the following assessments:

- Reading interviews
- Writing interviews
- Observation notes
- Attitude and interest surveys
- Baseline writing assessments
- Informal reading inventories
- Analytical reading inventories
- Nationally normed reading tests
- Formative assessments
- Summative assessments

3.3 Student expectations and requirements:

Students will be expected to demonstrate knowledge of existing reading and writing assessment options; Students will be expected to read, reflect, work cooperatively with peers, and take leadership roles within the course. During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective assessments for generating data to provide appropriate literacy instruction. Student learning will be evaluated through assessment critiques of commercial assessment instruments; reporting and analyzing data gathered from formative and summative assessments, as well as diagnostic tests. Students will be expected to generate scholarly article and book critiques.

3.4 Tentative texts and course materials:

Woods, M. L. J. & Moe, A. J. (2010). *Analytical reading inventory: Comprehensive standards-based assessment for all students including gifted and remedial*, 9th ed. NY: Allyn and Bacon.

Campbell, P. & Brokop, F. (2001) *Adult diagnostic reading inventory.* Montreal, Canada: Grass Roots Press.

McAndrews, S. L. (2008). *Diagnostic literacy assessments and instructional strategies.* Newark, DE: IRA Press.

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

5.   Budget implications:
5.1   Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed.

5.2   Special equipment needed:
None

5.3   Expendable materials needed:
None

5.4   Laboratory materials needed:
None

6.   Proposed term for implementation:
Summer 2012

7.   Dates of prior committee approvals:

School of Teacher Education: 12/14/2011

CEBS Curriculum Committee   02/07/2012

Graduate Council   4/12/2012

University Senate   _____

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

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1.   Identification of proposed course:
      1.1   Course prefix (subject area) and number: LTCY 504
      1.2   Course title: Strategy-Based Reading and Writing Intervention
      1.3   Abbreviated course title: Strat-Based Rdg & Wrtg Interv
      1.4   Credit hours and contact hours: 3 hours
      1.5   Type of course: Lecture
      1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission
      1.7   Course catalog listing:
              Job-embedded (field work) to design and implement instructional techniques for use with individuals or groups experiencing difficulty with literacy skills. Emphasis on tutorial and small group applications. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

2.   Rationale:
      2.1   Reason for developing the proposed course:
              This proposed course will focus on designing and implementing reading and writing instructional techniques for optimizing student learning. Further, this course will provide students with skills needed to teach those experiencing difficulty with literacy skills. According to the International Reading Association (IRA) professional standards, Standard 3 Assessment and Evaluation, "*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*" The primary impetus for development of the proposed course are urgent requests from community and technical colleges specifically under mandates to meet accreditation guidelines for reading instructors that recommend a minimum of 18 hours of post-graduate hours in reading. Current course listings within the MAE Literacy program are restricted to those individuals who hold current teacher certification. Therefore, there are no existing Literacy graduate courses available for non-teacher certified individuals who seek post-graduate coursework in literacy.

      2.2   Projected enrollment in the proposed course:
              The proposed course will be a required course for the proposed Literacy in Post-Secondary Settings Certificate. An average of 15 students per semester are expected to enroll in the course each offering. This estimate is based on the number of requests received from community/technical colleges, adult education centers, and other post-secondary educational institutions.

      2.3   Relationship of the proposed course to courses now offered by the department:
              LTCY 521 is a required reading intervention course for the MAE in Literacy Education; however, it is designed for inservice teachers and will not be appropriate for students seeking the Literacy in Post-Secondary Settings Certificate, as they will not be certified teachers. While other program areas in the School of Teacher Education do not offer courses that focus on reading intervention, they do offer courses in intervention and assessment, e.g., EXED 431G *Language Intervention: Strategies and Materials* and IECE 521 *Assessment in IECE*. These courses may have some overlap with the proposed course, but none provides the specific focus of the proposed course. SMED 530 *Designing Instruction with Special Needs and Promoting Literacy requires* admission to GSKyTeach, so it is not available to those outside the GSKyTeach program.There are no other

courses offered on WKU's campus that address foundational reading and language arts curricula and that are available to non-teacher certified instructors.

2.4　　Relationship of the proposed course to courses offered in other departments:
Reading intervention courses are not offered in other departments. The proposed course may provide a service to students enrolled in masters programs such as Adult Education by offering them the opportunity to enrich their own core programs with this proposed course.

2.5　　Relationship of the proposed course to courses offered in other institutions:
Other reading certificates, like those at University of California, Irvine Extension's online certificate and California State University, Fullerton, offer some reading intervention instruction as part of reading assessment courses such as EDUC 300.53 Assessment-Based Reading Instruction (graduate course) and READ 516 Diagnostic-Prescriptive Teaching of Reading.

3.　　Discussion of proposed course:
3.1　　Course objectives:
As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learner's literacy development. At the conclusion of this course students will:

- Have created an intervention plan based on an assessment summary;
- Know how to design and implement appropriate intervention strategies specified in the intervention plan;
- Have developed and conducted intervention sessions to enhance the literacy skills of selected individuals;
- Have communicated information effectively to all involved parties; and
- Have interacted with and participated in decision-making with all involved parties.

3.2　　Content outline:
- Fundamental Aspects of Reading Intervention
Explores the design and implementation of reading intervention, assessment for learning, and practical strategies for teaching literacy as students develop an intervention plan.

- Adapting Instruction to Focus on Comprehension, Vocabulary, Writing, and Studying
Focuses on designing and implementing intervention strategies incorporated into lesson plans needed to improve reading comprehension, vocabulary, writing, and studying.

- Professional Roles and Responsibilities
Focuses on teaching students how to conduct effective intervention sessions, communicate with involved parties, and interact with and participate in decision-making with involved parties.

3.3　　Student expectations and requirements:
Students will be expected to create an intervention plan based on an assessment summary for an individual, write lesson plans based on the intervention plan, conduct intervention sessions with the individual, write progress reports, interact with and communicate with appropriate individuals regarding the intervention process. Students will keep a reflective journal for intervention sessions and reflect on at least one video-taped observation of an intervention session. Student learning will be evaluated through written plans, reports, observations, and reflections.

3.4　　Tentative texts and course materials:
Buehl, D. (2009). *Classroom strategies for interactive learning* (3rd ed.). Newark, DE:
　　　　International Reading Association, Inc.

Campbell, P. (2003). *Teaching reading to adults: a balanced approach.* Edmonton, Alberta: Grass Roots Press.

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

5.   Budget implications:
    5.1   Proposed method of staffing: Existing departmental faculty; no new faculty will be needed.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Summer 2012

7.   Dates of prior committee approvals:

School of Teacher Education   12/14/2011

CEBS Curriculum Committee   02/07/2012

Graduate Council   4/12/2012

University Senate   _____

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

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1.   **Identification of proposed course:**
         1.1   Course prefix (subject area) and number: LTCY 505
         1.2   Course title: Job-Embedded Literacy Methods
         1.3   Abbreviated course title: Job-Embedded Ltcy Methods
         1.4   Credit hours and contact hours: 3 hours
         1.5   Type of course: Lecture
         1.6   Prerequisites: Admission to Literacy in Post-Secondary Settings Certificate, or instructor
                   permission
         1.7   Course catalog listing:
                   Job-embedded integration of literacy methods and practices within a community or technical
                   college or other instructor approved educational setting outside P-12 designed to prepare students
                   to provide sound reading assessment and instruction for literacy learners. The course must be
                   completed in the last semester before completion of the Literacy in Post-Secondary Settings
                   Certificate. Students are responsible for own transportation to designated sites.

2.   **Rationale:**
         2.1   Reason for developing the proposed course:
                   This is a culminating course that allows students to integrate reading methods in a real-world
                   instructional setting. This final course will allow students to complete the 18-hour literacy course
                   minimum requirement to meet SACS accreditation. Many requests from community and technical
                   colleges have been received indicating that there is a need to offer post-graduate courses in
                   literacy that do not require students to hold teacher certification. This course is necessary to allow
                   for job-embedded practice with support and feedback from WKU instructors. Students will be
                   expected to reflect learning from all other Literacy in Post-Secondary Settings Certificate courses
                   in a real-world instructional setting.

         2.2   Projected enrollment in the proposed course:
                   The proposed course will be a required course for the proposed Literacy in Post-Secondary
                   Settings Certificate. An average of 15 students per semester is expected to enroll in the course
                   each offering. This estimate is based on the number of requests from community/technical
                   colleges, adult education centers, and other post-secondary educational institutions.

         2.3   Relationship of the proposed course to courses now offered by the department:
                   There are no similar courses in the literacy program area. Field experience components are
                   embedded within MAE in Literacy Education programs such as LTCY 520 Clinical Diagnosis of
                   Reading Variability and LTCY 521 Reading Intervention provide clinical experiences in diagnosis
                   of reading difficulties and intervention based on diagnosis. While other program areas of the
                   School of Teacher Education offer courses with extensive field experience components, e.g., GTE
                   538 Practicum for Teachers of Gifted Students, EDAD/EXED 625 Practicum in the
                   Administration of Special Education, and EXED 612 Collaboration with Schools and Agencies for
                   Students with Autism Spectrum Disorders, none of them focus on literacy field experiences
                   outside of P-12 settings.

         2.4   Relationship of the proposed course to courses offered in other departments:
                   Courses that require field or real-world instructional experiences are common in applied graduate
                   programs, such as clinical psychology, school psychology, school counseling, mental health
                   counseling, social work, and nursing. For example, PSY 562 Practicum in Psychological

Assessment provides a supervised field experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings. The proposed course is designed specifically to facilitate the development of skills in literacy instruction for educators outside of P-12 education and to allow students within the course to apply learned literacy methods and practices in a job-embedded environment.

2.5　　Relationship of the proposed course to courses offered in other institutions:
The inclusion of a capstone or culminating course is valued as a way of allowing students to demonstrate learning and proficiency. Nationally, Southeastern Louisiana University has EDUC 665 Practicum in Reading which is similar to the proposed course. In many MAE programs courses like EDAP 618 Capstone Practicum in Literacy: Reading Specialist which is required for the Kentucky Reading and Writing Endorsement at the University of Louisville and REA 639 Supervised Practicum in Reading offered by Murray State University are included as part of the program of study. Although these courses are within MAE programs and require teacher certification they illustrate the need for a culminating experience. The proposed course will serve a similar function as these courses but in certificate framework that would allow non-teacher certified students to take the course.

3.　　Discussion of proposed course:
3.1　　Course objectives:
At the conclusion of this course students will:

- Demonstrate application of assessing the reading process;
- Demonstrate application of current reading theories in a variety of instructional contexts;
- Demonstrate application of planning and providing a literacy environment which includes activities, instructional strategies, materials, and media that enhances literacy learning for all students;
- Demonstrate application of designing and implementing literacy lessons based on Kentucky's Common Academic Standards;
- Demonstrate application designing and implementing strategy lessons that build on readers' strengths and assist in improving areas of need;
- Demonstrate application integration of technology into lessons;
- Demonstrate application of reflections on literacy learners' experiences.

3.2　　Content outline:

- Characteristics of Highly Effective Teaching and Learning (CHETL – KDE)
- Development of a reading/literacy framework
- Planning and Designing Effective Literacy Lessons
  - Matching students with print for learning
  - Media for enhancing literacy learning for all students
  - Identifying readers' strengths and assisting in improving areas of need
  - Integration of technology, including assistive technologies
- Kentucky's Common Academic Standards
  - Students will practice how to incorporate the ELA common core standards into lesson planning.
- Data collection for assessment
- Professional reflections on teaching and differentiated instruction

3.3　　Student expectations and requirements:
Students will be evaluated based on their written lesson plans, daily reflections, observations of teaching, and participation in class meetings and activities.

3.4　　Tentative texts and course materials:

Kentucky's Core Academic Standards (ELA)

Moore, D.W., Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (2003). *Developing readers and writers in the content areas K – 12* (4th ed.). New York: Allyn & Bacon.

4.   Resources:
    4.1   Library resources: Adequate

    4.2   Computer resources: Present resources are adequate.

5.   Budget implications:
    5.1   Proposed method of staffing:
        Existing departmental faculty; no new faculty will be needed
    5.2   Special equipment needed:
        None
    5.3   Expendable materials needed:
        None
    5.4   Laboratory materials needed:
        None

6.   Proposed term for implementation: Summer 2012

7.   Dates of prior committee approvals:

School of Teacher Education	12/14/2011
CEBS Curriculum Committee	02/07/2012
Graduate Council	4/12/2012
University Senate	_____

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

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: LTCY 510
   1.2   Course title: Methods of Teaching Literacy to Adolescents
   1.3   Abbreviated course title: Methods Tchng Ltcy Adlscnts
   1.4   Credit hours and contact hours: 3 hours
   1.5   Type of course: Lecture
   1.6   Prerequisites: Admission to an initial certification program in the School of Teacher Education
   1.7   Course catalog listing: Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

2. **Rationale:**
   2.1   Reason for developing the proposed course:
           The International Reading Association's *Standards for Reading Professionals* (revised 2010) states that "For certification, a Middle and High School Classroom Teacher Candidate must have…successful completion of content area reading or adolescent literacy courses as part of the degree" (p.41). The proposed course will serve as one of the core MAT courses for graduate students entering the program to develop the knowledge and skills in literacy required of classroom teachers.
   2.2   Projected enrollment in the proposed course: 20 students per semester based on MAT middle and secondary education projected enrollment
   2.3   Relationship of the proposed course to courses now offered by the department:
           While other graduate courses in the department explore theoretical foundations of literacy (e.g., LTCY 519 Foundations of Reading Instruction) and current best practices (e.g., LTCY 524 Content Area Literacy), they are designed for students who hold teaching certification or statements of eligibility. These courses do not emphasize literacy lesson and unit planning for students seeking initial certification. SMED 530 Designing Instruction with Special Needs and Promoting Literacy, offered as part of the GSKyTeach degree program, has similar content to the proposed course but requires admission to GSKyTeach; successful completion of SMED 501 Design Instructional Sequences in Secondary Math and Science, SMED 510 Knowing and Learning Mathematics and Science, and SMED 520 Management for Positive Learning Environments; and admission to teacher education.
   2.4   Relationship of the proposed course to courses offered in other departments:
           Although MATH 507 Math Concepts for Elementary Teachers, MLNG 474G Teaching Foreign Language, BIOL 507 Science Concepts for Elementary Teachers, and ENG 566 Teaching and Testing ESL Grammar are teaching methods courses, they do not develop skills for teaching literacy. Additionally, these courses are intended for students who hold teacher certification. By contrast, the proposed course is intended to teach beginning teachers the necessary skills for developing literacy in middle and secondary students.
   2.5   Relationship of the proposed course to courses offered in other institutions:
           A number of universities offer similar courses for graduate initial certification programs. Some of these include: University of Louisville EDTP 620 Reading/Writing Adolescent Literature, Texas A & M University-Commerce RDG 515 Reading and Learning in the Content Area, and University of Alaska Southeast ED S679 Reading and Literacy in the Content Areas.

3. **Discussion of proposed course:**
   3.1   Course objectives:

The course is intended to prepare students:
- to understand the theoretical and cognitive bases of literacy instruction.
- to select and design appropriate materials, strategies, and settings for literacy assessment and instruction, including vocabulary, comprehension, writing, and study skills.
- to design and present lesson plans and an instructional unit.
- to respond to linguistic and cultural differences of students.
- to utilize technology in their teaching and design lessons in which students can use technology to learn in the various content areas.

3.2   Content outline:
Theoretical and cognitive bases of literacy instruction
Exploration of cognition; cognitive processing; the reading and writing processes; the relationship among thinking, reading, and writing; and second-language acquisition.

Selecting and designing appropriate materials, settings, lesson plans, and units for literacy assessment and instruction which use technology and require student use of technology
Investigation of how to evaluate textbooks, trade books, readability, reader-text interactions, Internet texts, and software as they relate to meeting the needs of all students with an emphasis on marginalized learners.

Investigation of formal, informal, and authentic literacy assessments.

Selecting and designing appropriate instructional strategies for literacy instruction
Exploration of critical literacy; differentiation of literacy instruction; guided comprehension strategies; teacher questioning; effective content vocabulary instructional strategies; before, during, and after strategies; study skill strategies; and writing workshop.

3.3   Student expectations and requirements:
Students will read, think, share ideas, question, and learn together. During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will design and implement literacy lesson plans and a unit in the field component of the course. Student learning will be evaluated through cognitive assessments, article and book critiques, participation, and creation of lesson plans and a unit.

3.4   Tentative texts and course materials:
Ruddell, M.R. (2008). *Teaching content reading and writing* (5th ed.).
        New York: John Wiley and Sons.

Moss, B., & Loh, V.S. (2010). *35 strategies for guiding readers through information texts.* New York: Guilford Press.

4.   Resources:
4.1   Library resources:
Existing resources are sufficient for the proposed course.
4.2   Computer resources:
Existing resources are sufficient for the proposed course.

5.   Budget implications:
5.1   Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed.
5.2   Special equipment needed:
None
5.3   Expendable materials needed:
None other than classroom supplies
5.4   Laboratory materials needed:
None

6.   **Proposed term for implementation:** Fall 2012

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

School of Teacher Education	12/14/2011
CEBS Curriculum Committee	02/07/2012
Professional Education Council	03/14/2012
Graduate Council	4/12/2012
University Senate	_____

Attachment: Library Resources Form

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

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu. 745-2317

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: IECE 526
   1.2   Course title: Practicum in Interdisciplinary Early Childhood Education
   1.3   Abbreviated course title: Practicum in IECE
   1.4   Credit hours and contact hours: 1 credit hour. May be repeated up to 2 times, for a total of 3 hours.
   1.5   Type of course: P
   1.6   Prerequisite: IECE 522 and instructor permission.
   1.7   Course catalog listing: Practical application in clinical settings of critical skills for
          interdisciplinary early childhood educators. Students are responsible for transportation to assigned
          sites. May be repeated up to 2 times, for a total of 3 hours.

2. **Rationale:**
   2.1   Reason for developing the proposed course: This course is designed for Interdisciplinary Early
   Childhood Education majors. Western Kentucky University's IECE curriculum is based on Kentucky's
   IECE Teacher Standards, the National Association for the Education of Young Children's Standards for
   Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early
   Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards,
   Western's IECE curriculum must prepare graduates to design developmentally appropriate curriculum and
   experiences for young children birth through five years, both with and without disabilities, and their
   families. Field experiences are designed to deliberately expand and challenge personal and professional
   attitudes while providing personal and professional growth opportunities for prospective teachers.
   Observation and first-hand experience within community agencies, child care, preschool and kindergarten
   settings provide prospective IECE teachers with information and tools that complement classroom study
   and assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective
   teaching. The state regulation governing field experiences mandates an increase in the number of field
   experience hours that candidates must have prior to student teaching or internship, so we must put more
   field hours into our program. The implementation of this course will help ensure students will attain the
   early field experience hours mandated by the EPSB.
   2.2 Projected enrollment in the proposed course: 10 to 15 based on current program enrollment.
   2.3 Relationship of the proposed course to courses now offered by the department: Various courses offered
        in the School of Teacher Education require field hours with children in P-12 school settings. IECE 526
        is a practicum field based course that is designed to allow students to practice key concepts and skills
        presented throughout the IECE curriculum.
   2.4 Relationship of the proposed course to courses offered in other departments: Practicum or field
        experience courses are common in graduate programs that prepare practitioners in various fields. For
        example, CNS 590 *Practicum* is a practicum course designed for CNS majors and focuses on field
        experiences in P-12 school settings. Another example is PSY 662 *Practicum in Psychology,* which is
        designed for psychology students. Similar practicum courses may be found in other programs; however,
        none is appropriate for IECE students.
   2.5 Relationship of the proposed course to courses offered in other institutions: similar courses are offered
        at benchmark and regional institutions. Some examples are:

Course	Institution
SED 811 Assessment and Intervention Practicum	EKU
ELE 613 Clinical Experiences in Early Childhood	NKU

3. **Discussion of proposed course:**
   3.1 Course objectives: Upon satisfactory completion of the course, the student will be able to:
   - Engage in professional and reflective collaborative practice with children Birth – 5 years of age.
   - Apply recommended EC/ECSE practices.
   - Engage in a strengths-based approach to intervention with young children and their families.
   3.2 Content outline: as this is a practicum course, specific content may vary, depending on the setting and other situational factors. However, all students will practice skills in the following areas:
   - Designing research based interventions to meet individual children's and families' needs
   - Implementing research based interventions to meet individual children's and families' needs
   - Documenting children's and families' progress related to interventions implemented

   3.3 Student expectations and requirements: Student learning will be evaluated based on quality of work in the field setting, completion of assignments related to the field setting, on-site supervisor ratings, and instructor ratings of student progress in meeting course objectives.

   3.4 Tentative texts and course materials:
Noonan, M. J. & McCormick, L. (2006). *Young children with disabilities in natural environments: Methods and procedures.* Baltimore: Brookes.
Pretti-Frontczak, K. & Bricker, D. (2011). *An activity-based approach to early intervention (3rd Ed.).* Baltimore: Brookes.
Sandall, S. & Ostrosky, M. M. (Eds.). (1999). *Practical ideas for addressing challenging behaviors*. Longmont, CO: Sopris West.

4. **Resources:**
   4.1 Library resources: The library has indicated that current resources are sufficient to support this course.
   4.2 Computer resources: Present resources are adequate.

5. **Budget implications:**
   5.1 Proposed method of staffing: There are sufficient full time and adjunct IECE faculty to teach this course.
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: Typical classroom supplies
   5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Spring 2013

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

   School of Teacher Education: __12-14-2011_____

   CEBS Curriculum Committee   ___2-7-2012_____

   Professional Education Council   ___3-14-2012_____

   Graduate Council   4/12/2012

   University Senate   _____
Attachment: Library Resources Form

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

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu, 270-745-2317

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: IECE 530
   1.2   Course title: Advanced IECE Curriculum Development
   1.3   Abbreviated course title: Advanced Curriculum IECE
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: C Lecture/Lab
   1.6   Prerequisites: TCHL 500, or admission to the advanced certification program in IECE
   1.7   Course catalog listing: Advanced curriculum and program development for children birth through 5 years of age in schools, centers, or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation. Field experiences required.

2.   Rationale:
   2.1   Reason for developing the proposed course: This course is designed for students admitted to the MAE in Interdisciplinary Early Childhood Education program, advanced certification concentration. Western Kentucky University's IECE Teacher Leader curriculum is based on Kentucky's IECE Teacher Standards, IECE Advanced Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE TCHL curriculum must prepare graduates to design developmentally appropriate curriculum and experiences for young children birth through five years, both with and without disabilities, and their families. As such, candidates must be prepared to design instruction and interventions that meet the needs of individual children and their families.
   2.2   Projected enrollment in the proposed course: 10 to 15 based on current enrollment in other advanced certification courses.
   2.3   Relationship of the proposed course to courses now offered by the department: The School of Teacher Education (STE) offers several related courses that address curriculum development; however, none provides the specific focus of the proposed course. For example, IECE 523 Planning Curriculum and Instruction in IECE and SPED 523 Curriculum Early Childhood Special Education are designed for students in the MAT program in IECE and focus on selecting and implementing curricula in early childhood settings. By contrast, the proposed course, IECE 530 will focus on collaboration, continuous assessment and program evaluation across early childhood settings. Other courses offered within the STE, e.g., TCHL 530, SPED 533, ELED 503, MGE 571 and SEC 580, are based on K-12 Teacher Standards and are not appropriate for students pursuing advanced certification in IECE as this coursework is based on IECE Teacher Standards.
   2.4   Relationship of the proposed course to courses offered in other departments: For the most part course work in curriculum development is the province of teacher education programs. However, EDAD 683 Seminar in Curriculum Development, offered in the Department of Educational Administration, Leadership and Research, has some overlap with the proposed course. Although EDAD 683 addresses curriculum, it is designed 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: Courses similar to the proposed course are offered at other Kentucky and benchmark institutions. Some examples are:

Course	Institution
SED 802 Advanced Early Childhood	EKU

Intervention	
SPED 689 Early Intervention Methods	Northern State University
SPED 690 Early Intervention Methods	Oregon State University

3.   Discussion of proposed course:

3.1   Course objectives: Upon satisfactory completion of the course, the student will be able to:

   3.1.1   Discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting IECE.

   3.1.2   Design age-appropriate, activity-based and routine-based intervention programs that could be used in home-based programs, center-based programs and/or child care settings, including necessary adaptations

   3.1.3   Develop strategies for monitoring and evaluating child progress, including methods for family involvement

   3.1.4   Identify and demonstrate skills necessary for successful collaboration with families and professionals, including those from different cultures

   3.1.5   Discuss models of teaming currently used in early intervention

   3.1.6   Discuss transition issues and the role of the early intervention team

   These student learning outcomes align with CEC Standards 2, 3, 4, 5, 7, 8, 9, 10.

3.2   Content outline:

   3.2.1   Legal foundations of Early Childhood Intervention

   3.2.2   Program models

   3.2.3   Child monitoring and family involvement

   3.2.4   Consultation and collaboration

   3.2.5   Teaming Models

   3.2.6   Transition between service delivery systems

   3.2.7   Program Evaluation

3.3   Student expectations and requirements:

   Student learning will be based on evaluation of assignments such as projects, field assessments, papers and exams.

3.4   Tentative texts and course materials:

   Hemmeter, M.L., Joseph, G.E., Smith, B.J., & Sandall, S. (2010). *DEC recommended practices series. Program assessment: Improving practices for young children with special needs and their families.* Longmont: Sopris West.

   Bricker, D. (Ed.) et al., (2011). A*ssessment, evaluation, and programming system for infants and children* (2nd ed). Baltimore: Brooks.

   Selected readings as assigned

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: there are sufficient full time and part-time IECE faculty to teach this course.

5.2   Special equipment needed: none

5.3   Expendable materials needed: none

5.4   Laboratory materials needed: none

6.   Proposed term for implementation: Fall 2012

7.   Dates of prior committee approvals:

School of Teacher Education: __1-20-2012_____

CEBS Curriculum Committee   __2-7-2012_____

Professional Education Council   __3-14-2012_____

Graduate Council   4/12/2012

University Senate   _____

Attachment: Library Resources Form

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

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu, 270-745-2317

1.   Identification of proposed course:
    1.1   Course prefix (subject area) and number: IECE 550
    1.2   Course title: Advanced Early Childhood Assessment
    1.3   Abbreviated course title: Advanced Assessment IECE
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: C Lecture/Lab
    1.6   Prerequisite: TCHL 500, IECE Certification or admission to the advanced certification program in IECE.
    1.7   Course catalog listing: Identification and diagnostic procedures for developmental delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children's developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement. Field experience required.

2.   Rationale:
    2.1   Reason for developing the proposed course: This course is designed for Interdisciplinary Early Childhood Education TCHL majors. Western Kentucky University's IECE TCHL curriculum is based on Kentucky's IECE Teacher Standards, IECE Advanced Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE advanced certification curriculum must prepare graduates to design developmentally appropriate curriculum and experiences for young children birth through five years, both with and without disabilities, and their families. As such, candidates must be prepared to implement a variety of assessments, interpret results and utilize results to design appropriate programs to meet the individual needs of each child.
    2.2   Projected enrollment in the proposed course: 10 to 15 based on current enrollment in other advanced certification courses.
    2.3   Relationship of the proposed course to courses now offered by the department: IECE 521 Assessment in Interdisciplinary Early Childhood Education addresses diagnostic criteria and beginning program planning and is designed for students enrolled in the IECE initial certification concentration and provides beginning skills in assessment with young children. IECE 550 will focus on utilizing assessment results for development and implementation of interventions, progress monitoring and program evaluation. TCHL 550 Student Assessment I, TCHL 554 Student Assessment II, and TCHL 558 Student Assessment III, are a series of assessment courses that are designed for other TCHL candidates that are preparing for positions in K-12 schools, not with children birth through five years of age, with and without disabilities and their families. SPED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies are designed to inform practice with P-12 candidates. The IECE TCHL candidates are prepared according to IECE standards as explained in the above rationale which are designed for use with young children both with and without disabilities from birth through age 5.
    2.4   Relationship of the proposed course to courses offered in other departments: No other courses in other departments focus on assessment of young children, birth through age 5, with and without disabilities; but rather focus on a specific type of assessment or fundamental principles of psychometrics, e.g., PSY 563 Statistics and Psychometric Theory; PSY 643 Psycho-educational 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 to courses offered in other institutions: Other IECE programs throughout the state offer similar courses.

Course	Institution
SED 801 Advanced Early Childhood Assessment	EKU
SPED 682 Assessment and Evaluation in Early Intervention	Oregon State University

3. Discussion of proposed course:

3.1 Course objectives: Upon satisfactory completion of the course, the student will be able to:

3.1.1 Select appropriate advanced procedures and instruments for identifying and assessment children birth to five year with at-risk consideration or developmental delays while considering multicultural issues.

3.1.2 Administer, score, and interpret test protocols for selected instruments and write reports.

3.1.3 Integrate assessment and biographical information of the child with family needs in various cultures to develop an individualized plan.

3.1.4 Evaluate ongoing effectiveness of intervention services and family participation.

3.1.5 Devise a continuous assessment plan to determine ongoing needs of the child.

3.1.6 Discuss current research, best practice issues, and legislative changes in early childhood assessment.

3.1.7 Demonstrate collaborative skills with families and other professional during the assessment process.

3.1.8 Devise alternative methods and/or levels of support in the evaluation and assessment of young children with various disabilities.

3.1.9 Explain professionalism guidelines or code of ethics for his/her area of expertise.
These student learning outcomes align with CEC Standards 1, 3, 7, 8, 9.

3.2 Content outline:

3.2.1 Legislation in Early Childhood Education (Part B & C)

3.2.2 Kentucky Early Intervention System (First Steps)

3.2.3 Review of IFSP & IEP

3.2.4 Collaboration in Transdisciplinary Team Assessment

3.2.5 Standardized Tests and Test Development vs. Informal Measurement Tools

3.2.6 Alternative assessment approaches

3.2.7 Screening Tools and Measurements

3.2.8 Evaluation Tools and Measurements

3.2.9 Assessment Tools and Measurements

3.2.10 Assessing Environments

3.2.11 Program Evaluation

3.2.12 Assessing Play Skills

3.2.13 Procedural Considerations in Assessing Young Children with Special Needs

3.2.14 Integrating Case History with Assessment Data

3.2.15 Ensuring Cultural Competence in Assessments

3.2.16 Monitoring Child Progress

3.2.17 Continuous assessment of Instructional Programs

3.3 Student expectations and requirements:

3.3.1 Conduct various assessments to possibly include a screening, diagnostic and appropriate criterion referenced assessment on a young child.

3.3.2 Participate in a transcdisicplinary assessment.

3.3.3 Develop individualized intervention plans based on assessment results.

3.3.4 Develop a performance monitoring system

3.3.5 Conduct program evaluation

3.4   Tentative texts and course materials: Kentucky Department of Education (2010) *Building a strong foundation for school success: Kentucky's early childhood continuous assessment guide*. Frankfort, KY: Author.
Selected readings as assigned.

4.   Resources:
   4.1   Library resources: The library has indicated that current resources are sufficient to support this course.
   4.2   Computer resources: Current resources are adequate.

5.   Budget implications:
   5.1   Proposed method of staffing: there are sufficient full time and adjunct IECE faculty to teach this course.
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: none
   5.4   Laboratory materials needed: Assessment kits

6.   Proposed term for implementation: Fall 2012

7.   Dates of prior committee approvals:

   School of Teacher Education: __12-14-2011_____

   CEBS Curriculum Committee   __2-7-2012_____

   Professional Education Council   __3-14-2012_____

   Graduate Council   __4-12-2012_____

   University Senate   _____

Attachment: Library Resources Form

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

Contact Person: Retta E. Poe, retta.poe@wku.edu, 5-4662

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: EDU 599
   1.2   Course title: Thesis Research and Writing
   1.3   Abbreviated course title: Thesis Research and Writing
   1.4   Credit hours and contact hours: 1-6; may be repeated for a total of 6 hours
   1.5   Type of course: R (Research)
   1.6   Prerequisites: Advisor and instructor permission
   1.7   Course catalog listing: Independent research on a topic related to education or behavioral sciences

2. **Rationale:**
   2.1   Reason for developing the proposed course: The primary impetus for developing the proposed course is to provide a thesis course for students enrolled in the MAE in Education and Behavioral Sciences Studies (EBSS) program. Students in this program have the option of completing a practicum (EDU 594 Practicum in Education or Behavioral Sciences) and capstone course (EDU 595 Directed Study in Education or Behavioral Sciences), or completing a master's thesis. To date only one student has chosen to complete a master's thesis. As there is no EDU thesis course available, her thesis director was able to get permission for her to enroll in thesis credits in another department within the College of Education and Behavioral Sciences. However, the long-term solution is to create an EDU thesis course for any future students who choose to complete a master's thesis. In addition, having the course available in the School of Teacher Education (STE) will provide flexibility in the event that future programmatic changes in the STE include development of a program that requires or allows completion of a master's thesis.
   2.2   Projected enrollment in the proposed course: It is anticipated that no more than one or two students per year will enroll. This estimate is based on the number of students in the EBSS program who have shown an interest in completing a master's thesis.
   2.3   Relationship of the proposed course to courses now offered by the department: The STE presently has the following thesis courses: ELED 599, EXED 599, LME 599, LTCY 599, and SEC 599. Each of these was developed specifically for students to do master's thesis research in a specific field of education for specific graduate program requirements. The proposed course will be available for those who want to do research in a broader field of education or behavioral sciences.
   2.4   Relationship of the proposed course to courses offered in other departments: Many other departments in the university offer thesis courses for their students. Some examples are PSY 599, CNS 599, ECON 599, GEOS 599, PH 599, ENG 599, and HIST 599. Each of these is appropriate for students in the respective graduate programs but not appropriate for students in programs outside these departments.
   2.5   Relationship of the proposed course to courses offered in other institutions: Thesis courses are common at universities that require or allow master's students to complete master's theses. Thesis courses are discipline-specific in that students enroll in the thesis course appropriate to the research they undertake.

3. **Discussion of proposed course:**
   3.1   Course objectives: Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature; formulating research questions; designing and conducting a study; analyzing and discussing research results; and writing research findings following discipline standards.
   3.2   Content outline: Not applicable. Students will conduct independent research under the direction of a graduate faculty member and thesis committee.

3.3 Student expectations and requirements:
- Complete thesis project with the approval of at least two committee members and the thesis director.
- Present written thesis product to graduate committee for approval.
- Pass an oral defense of the thesis.

3.4 Tentative texts and course materials: Students will be expected to own or have access to the most current edition of the publication style manual of the American Psychological Association.

4. **Resources:**
4.1 Library resources: N/A
4.2 Computer resources: Existing resources are adequate.

5. **Budget implications:**
5.1 Proposed method of staffing: Graduate faculty members in the College of Education and Behavioral Sciences.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Summer, 2012

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

School of Teacher Education:	01/20/2012
CEBS Curriculum Committee	02/07/2012
Professional Education Council	03/14/2012
Graduate Council	04/12/2012
University Senate	_____

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

Contact Person: Retta E. Poe, retta.poe@wku.edu, 5-4662

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: EDU 600
   1.2   Course title: Maintaining Matriculation
   1.3   Abbreviated course title: Maintaining Matriculation
   1.4   Credit hours and contact hours: 1-6. No credit hours will apply toward program requirements, and no grades will be assigned.
   1.5   Type of course: M
   1.6   Prerequisites: Previous enrollment in EDU 599 and completion of all program requirements except thesis
   1.7   Course catalog listing: Maintaining matriculation

2. **Rationale:**
   2.1   Reason for developing the proposed course: The proposed course is a companion to another proposal, that to create EDU 599 Thesis Research and Writing. In the event that a student has enrolled in all six thesis hours but has not completed and defended the thesis, the proposed maintaining matriculation course will enable the student to be enrolled while completing program requirements.
   2.2   Projected enrollment in the proposed course: Based on present enrollments, it is anticipated that no more than one or two students per year will enroll.
   2.3   Relationship of the proposed course to courses now offered by the department: The STE presently offers Maintaining Matriculation under several prefixes for students in various programs. The proposed course will be available for students who have enrolled in EDU 599 and have not yet completed their master's theses.
   2.4   Relationship of the proposed course to courses offered in other departments: Other departments that offer XXX 599 courses for students to complete master's theses also offer XXX 600 Maintaining Matriculation courses for students to maintain matriculation until thesis requirements have been completed.
   2.5   Relationship of the proposed course to courses offered in other institutions: Maintaining matriculation courses are common at universities that require or allow master's students to complete master's theses and also require students to maintain matriculation until thesis requirements have been met.

3. **Discussion of proposed course:**
   3.1   Course objectives: Students will maintain matriculation while completing degree requirements.
   3.2   Content outline: Not applicable.
   3.3   Student expectations and requirements: Not applicable.
   3.4   Tentative texts and course materials: Not applicable.

4. **Resources:**
   4.1   Library resources: Not applicable.
   4.2   Computer resources: Not applicable.

5. **Budget implications:**
   5.1   Proposed method of staffing: Not applicable.
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: None
   5.4   Laboratory materials needed: None

6.   **Proposed term for implementation:** Summer, 2012

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

School of Teacher Education:	01/20/2012
CEBS Curriculum Committee	02/07/2012
Professional Education Council	03/14/2012
Graduate Council	04/12/2012
University Senate	_____

College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)

Contact Persons: Raymond Poff, Ph.D.   raymond.poff@wku.edu   (270) 745-2498
                 Bruce Larson, Ed.D.   bruce.larson@wku.edu   (270) 745-2211

1.   **Identification of proposed course:**
      1.1   Course prefix and number: RSA 560
      1.2   Course title: Issues in Nonprofit Administration
      1.3   Abbreviated course title: Issues in Nonprofit Admin.
      1.4   Credit hours and contact hours: 3
      1.5   Type of course: L: Lecture
      1.6   Prerequisites/corequisites: None
      1.7   Course catalog listing: Historical, philosophical, and theoretical examination of the nonprofit
             sector, voluntary action, and philanthropy. Including the comparative perspectives, scope, and
             significance of the sector. Critical issues related to nonprofit governance, leadership, and
             board/committee development.

2.   **Rationale:**
      2.1   Reason for developing the proposed course: This course was developed as part of a proposed
             graduate certificate in Nonprofit Administration. Students and professionals have indicated
             interest and support for a nonprofit administration graduate program as a mechanism for more
             specialized (specifically related to their chosen careers) training for entry-level and experienced
             professionals alike. Discussions with various WKU graduate program directors/coordinators have
             revealed that this graduate certificate program and courses would help fill an important need for
             students in the Ed.D. Educational Leadership (Organizational Leadership track), M.A. in
             Leadership Dynamics, and the Masters of Public Administration. There may be other programs as
             well, but these are the ones currently identified. Additionally, this course will serve as an
             important educational opportunity for working nonprofit professionals. This graduate course will
             provide online learning opportunities for both full and part-time students. The course meets
             several of the most recent national curriculum standards published by the Nonprofit Academic
             Centers Council (2007) and Nonprofit Leadership Alliance (2008). Comparative Perspectives on
             the Nonprofit Sector, Voluntary Action and Philanthropy; Scope and Significance of the Nonprofit
             Sector, Voluntary Action and Philanthropy; History and Theories of the Nonprofit Sector,
             Voluntary Action and Philanthropy; Historical & Philosophical Foundations; Public Policy,
             Advocacy and Social Change; Nonprofit Governance and Leadership; Leadership, Organization
             and Management; Nonprofit Management and Board/Committee Dev.

      2.2   Projected enrollment in the proposed course: 15-20 students are expected for the initial enrollment
             including graduate students from existing WKU graduate programs seeking electives (Ed.D.
             Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the
             Masters of Public Administration programs) plus students not currently enrolled at WKU such as,
             working nonprofit professionals and former WKU graduates of related baccalaureate degree
             programs.

      2.3   Relationship of the proposed course to courses now offered by the department: The department
             does not currently offer any graduate courses focusing on the nonprofit sector. This course is part
             of our proposed graduate certificate in Nonprofit Administration.

      2.4   Relationship of the proposed course to courses offered in other departments: There is only one
             graduate course at WKU directly related to the nonprofit sector, COMM 528 – Communication in

the Nonprofit Sector. It was taught for the first time in Fall 2008 and is an elective 'face-to-face' course in the M.A. Communications program.

2.5   Relationship of the proposed course to courses offered in other institutions: After a review of colleges and universities in Kentucky, it appears that seven universities list having at least one nonprofit course. Only one school lists having a graduate certificate program. As far as we could ascertain, none of these nonprofit courses appear to be offered online. In six of the schools, the courses are advertised as fulfilling requirements for a concentration within a master's degree program (either a Master of Public Administration or Master of Human Development and Leadership); the seventh school didn't list a concentration being available.

3.   Discussion of proposed course:

3.1   Course objectives:

Upon completion of this course, students should be able to:
- Demonstrate the relationships between the nonprofit sector, voluntary action, and philanthropy.
- Discuss the historical and philosophical foundations of the nonprofit sector.
- Describe the critical nature of nonprofit governance and leadership on the success of nonprofit organizations and develop strategies for successful governance and leadership.
- Develop strategies for effective board and committee development.

3.2   Content outline:
- Comparative Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy
- Scope and Significance of the Nonprofit Sector, Voluntary Action and Philanthropy
- Historical & Philosophical Foundations
- Nonprofit Governance and Leadership
- Nonprofit Board and Committee Development

3.3   Student expectations and requirements:
- Active participation in online class activities (discussions, wikis, blogs, etc.)
- Completing course readings
- Successful completion of quizzes and exams
- Completion of a course paper or project

3.4   Tentative texts and course materials:

Worth, M. J, (2012). *Nonprofit management: Principles and practice* (2nd ed.). Sage Publications, Inc.

Renz, D. O. (2010). *The Jossey-Bass handbook of nonprofit leadership and management* (3rd ed.). Jossy-Bass.

The following leading nonprofit journals may be used to cover course material:
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
International Journal of Nonprofit and Voluntary Sector Marketing
VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations

4.   Resources:

4.1   Library resources: Adequate - As an online program, the primary library resource need is subscriptions to the leading online journals related to the nonprofit sector. WKU currently has online subscriptions to the following three journals: *Nonprofit Management & Leadership*, *International Journal of Nonprofit and Voluntary Sector Marketing*, and *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*. Subscribing to *Nonprofit and Voluntary Sector Quarterly* and the *Journal of Nonprofit Education and Leadership* would complement the existing resources.

4.2   Computer resources: Instructional technology resources for online courses are very good and made available through several WKU departments including: The Office of Distance Learning, Technology Services for Online Teaching, Instructional Technology, and Technology Resource Center.

5.   Budget implications:

5.1   Proposed method of staffing: This program will be administered as an online cohort program through the Division of Extended Learning and Outreach (DELO) and the Department of Kinesiology, Recreation and Sport. As such, the program will be managed on an enterprise model with financial resources available to cover staffing expenses. A qualified part-time instructor with specialized nonprofit expertise will initially be utilized to teach this course.

5.2   Special equipment needed: None needed

5.3   Expendable materials needed: None needed

5.4   Laboratory materials needed: None needed

6.   Proposed term for implementation: Spring 2013

7.   Dates of prior committee approvals:

Dept. of Kinesiology, Recreation and Sport: __February 27, 2012_

CHHS College Curriculum Committee   __March 19, 2012___

Graduate Council   04/12/2012

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)

Contact Persons: Raymond Poff, Ph.D.   raymond.poff@wku.edu   (270) 745-2498
                 Bruce Larson, Ed.D.   bruce.larson@wku.edu   (270) 745-2211

1.   **Identification of proposed course:**
      1.1   Course prefix and number: RSA 565
      1.2   Course title: Nonprofit Grant Writing and Fundraising
      1.3   Abbreviated course title: NP Grant Writing & Fundraising
      1.4   Credit hours and contact hours: 3
      1.5   Type of course: L: Lecture
      1.6   Prerequisites/corequisites: None
      1.7   Course catalog listing: Principles, practices, techniques, and ethics of nonprofit grant writing and
             fundraising. Philanthropy, relationship building, and comprehensive fund development processes.
             Special emphasis placed on writing grants and developing fundraising strategies.

2.   **Rationale:**
      2.1   Reason for developing the proposed course: This course was developed as part of a proposed
             graduate certificate in Nonprofit Administration. Students and professionals have indicated
             interest and support for a nonprofit administration graduate program as a mechanism for more
             specialized (specifically related to their chosen careers) training for entry-level and experienced
             professionals alike. Discussions with various WKU graduate program directors/coordinators have
             revealed that this graduate certificate program and courses would help fill an important need for
             students in the Ed.D. Educational Leadership (Organizational Leadership track), M.A. in
             Leadership Dynamics, and the Masters of Public Administration. There may be other programs as
             well, but these are the ones currently identified. Additionally, this course will serve as an
             important educational opportunity for working nonprofit professionals. This graduate course will
             provide online learning opportunities for both full and part-time students. The course meets
             several of the most recent national curriculum standards published by the Nonprofit Academic
             Centers Council (2007) and Nonprofit Leadership Alliance (2008): Fundraising and Development;
             Fundraising Principles and Practices; Ethics and Values; Financial Management and
             Accountability.

      2.2   Projected enrollment in the proposed course: 15-20 students are expected for the initial enrollment
             including graduate students from existing WKU graduate programs seeking electives (Ed.D.
             Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the
             Masters of Public Administration programs) plus students not currently enrolled at WKU such as,
             working nonprofit professionals and former WKU graduates of related baccalaureate degree
             programs.

      2.3   Relationship of the proposed course to courses now offered by the department: Our department
             does not currently offer any graduate courses focusing on the nonprofit sector. This course is part
             of our proposed graduate certificate in Nonprofit Administration.

      2.4   Relationship of the proposed course to courses offered in other departments: There is only one
             graduate course at WKU directly related to the nonprofit sector, COMM 528 – Communication in
             the Nonprofit Sector. It was taught for the first time in Fall 2008 and is an elective 'face-to-face'
             course in the M.A. Communications program.

      2.5   Relationship of the proposed course to courses offered in other institutions: After a review of
             colleges and universities in Kentucky, it appears that seven universities list having at least one

nonprofit course. Only one school lists having a graduate certificate program. As far as we could ascertain, none of these nonprofit courses appear to be offered online. In six of the schools, the courses are advertised as fulfilling requirements for a concentration within a master's degree program (either a Master of Public Administration or Master of Human Development and Leadership); the seventh school didn't list a concentration being available. The closest matches to this course include: Northern Kentucky University (PAD 623 Grants Writing, PAD 621 Resource Acquisition and Management), Kentucky State University (PUA 606 Fundraising and Grantsmanship), and University of Louisville (PADM 612 Non-Profit Grantsmanship).

3. **Discussion of proposed course:**
    3.1   Course objectives:
    Upon completion of this course, students should be able to:
- Discuss the importance of developing fundraising activities that support the mission of the organization
- Discuss the various form and methods of fundraising, including major gifts, planned giving, in-kind support, annual funds, grants and special events
- Discuss reason why individuals, corporations, foundations, and government agencies give to nonprofit organizations
- Discuss the standards and codes of conduct that are appropriate to professionals and volunteers working in philanthropy and the nonprofit sector
- Demonstrate appropriate grant writing research and writing skills.
- Create a nonprofit organization development plan.

    3.2   Content outline:
- Philanthropy
- Essential fundraising elements of successful nonprofit organizations
- Ethics and values; codes of conduct
- Grant writing (research, planning, organization, development, submission, and administration).
- Technology and fundraising

    3.3   Student expectations and requirements:
- Active participation in online class activities (discussions, wikis, blogs, etc.)
- Completing course readings
- Successful completion of quizzes and exams
- Development of essential fundraising materials
- Development of a fundraising plan
- Comprehensive grant writing project.

    3.4   Tentative texts and course materials:

Sargeant, A., & Shang, J. (2010). *Fundraising principles and practice*. Jossey-Bass.
Hall, J. L. (2009). *Grant management: Funding for public and nonprofit programs.* Sudbury, MA: Jones & Bartlett Publishers.
Shore, A. & Carfora, J. M. (2010). *The art of funding and implementing ideas: A guide to proposal development and project management.* Thousand Oaks, CA: SAGE Publications.
The following leading nonprofit journals may be used to cover course material:
    Nonprofit and Voluntary Sector Quarterly
    Nonprofit Management & Leadership
    International Journal of Nonprofit and Voluntary Sector Marketing
    VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations

4. **Resources:**
    4.1   Library resources: Adequate - As an online program, the primary library resource need is subscriptions to the leading online journals related to the nonprofit sector. WKU currently has online subscriptions to the following three journals: *Nonprofit Management & Leadership*, *International Journal of Nonprofit and Voluntary Sector Marketing*, and *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*. Subscribing to *Nonprofit and Voluntary Sector Quarterly* and the *Journal of Nonprofit Education and Leadership* would complement the existing resources.

    4.2   Computer resources: Instructional technology resources for online courses are very good and made available through several WKU departments including: The Office of Distance Learning, Technology Services for Online Teaching, Instructional Technology, and Technology Resource Center.

5. **Budget implications:**
    5.1   Proposed method of staffing: This program will be administered as an online cohort program through the Division of Extended Learning and Outreach (DELO) and the Department of Kinesiology, Recreation and Sport. As such, the program will be managed on an enterprise model with financial resources available to cover staffing expenses. A qualified part-time instructor with specialized nonprofit expertise will initially be utilized to teach this course.

    5.2   Special equipment needed: None needed
    5.3   Expendable materials needed: None needed
    5.4   Laboratory materials needed: None needed

6. **Proposed term for implementation: Spring 2013**

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

    Dept of Kinesiology, Recreation and Sport: __February 27, 2012_

    CHHS College Curriculum Committee   __March 19, 2012___

    Graduate Council   04/12/2012

    University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)

Contact Persons: Raymond Poff, Ph.D.   raymond.poff@wku.edu   (270) 745-2498
Bruce Larson, Ed.D.   bruce.larson@wku.edu   (270) 745-2211

1. **Identification of proposed course:**
   1.1   Course prefix and number: RSA 570
   1.2   Course title: Fiscal Administration in the Nonprofit Sector
   1.3   Abbreviated course title: Fiscal Admin Nonprofit Sector
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L: Lecture
   1.6   Prerequisites/corequisites: None
   1.7   Course catalog listing: Financial management, accountability, stewardship, planning, and transparency for nonprofit organizations. Financial literacy with emphasis placed on planning and reporting processes requisite for establishing and maintaining federal nonprofit status.

2. **Rationale:**
   2.1   Reason for developing the proposed course: This course was developed as part of a proposed graduate certificate in Nonprofit Administration. Students and professionals have indicated interest and support for a nonprofit administration graduate program as a mechanism for more specialized (specifically related to their chosen careers) training for entry-level and experienced professionals alike. Discussions with various WKU graduate program directors/coordinators have revealed that this graduate certificate program and courses would help fill an important need for students in the Ed.D. Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the Masters of Public Administration. There may be other programs as well, but these are the ones currently identified. Additionally, this course will serve as an important educational opportunity for working nonprofit professionals. This graduate course will provide online learning opportunities for both full and part-time students. The course meets several of the most recent national curriculum standards published by the Nonprofit Academic Centers Council (2007) and Nonprofit Leadership Alliance (2008): Nonprofit Economics; Nonprofit Finance; Financial Management and Accountability; Nonprofit Accounting & Financial Management

   2.2   Projected enrollment in the proposed course: 15-20 students are expected for the initial enrollment including graduate students from existing WKU graduate programs seeking electives (Ed.D. Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the Masters of Public Administration programs) plus students not currently enrolled at WKU such as, working nonprofit professionals and former WKU graduates of related baccalaureate degree programs.

   2.3   Relationship of the proposed course to courses now offered by the department: Our department does not currently offer any graduate courses focusing on the nonprofit sector. This course is part of our proposed graduate certificate in Nonprofit Administration.

   2.4   Relationship of the proposed course to courses offered in other departments: There is only one graduate course at WKU directly related to the nonprofit sector, COMM 528 – Communication in the Nonprofit Sector. It which was taught for the first time in Fall 2008 and is an elective 'face-to-face' course in the M.A. Communications program.

   2.5   Relationship of the proposed course to courses offered in other institutions: After a review of colleges and universities in Kentucky, it appears that seven universities list having at least one

nonprofit course. Only one school lists having a graduate certificate program. As far as we could ascertain, none of these nonprofit courses appear to be offered online. In six of the schools, the courses are advertised as fulfilling requirements for a concentration within a master's degree program (either a Master of Public Administration or Master of Human Development and Leadership); the seventh school didn't list a concentration being available. The closest matches to this course are: PA 661 Financial Management of Nonprofit Organizations at University of Kentucky, PAD 621 Resource Acquisition and Management at Northern Kentucky University, and YNL 502 Workshop in Financial Resource Development at Murray State University.

3.   Discussion of proposed course:
3.1   Course objectives:
Upon completion of this course, students should be able to:
- Understand the role and function of financial literacy, transparency and stewardship in the effective oversight and management of nonprofit organizational resources
- Explain components of, and procedures for, developing a budget for a nonprofit agency
- Explain the principles and standards for effective control and monitoring of fiscal operations
- Read and interpret financial statements and audit reports
- Demonstrate the ability to produce and report the necessary information for the Internal Revenue Service Form 990.

3.2   Content outline:
- Theory of nonprofit finance, including knowledge of the various types of revenues pursued by nonprofit organizations, the strategic choices and issues associated with each type of revenue, and the methods used to generate these revenues
- Financial management including financial planning and budgeting, management of cash flows, short- and long-term financing, investment strategies, and endowment management policies and practices
- Requirements and considerations related to nonprofit tax laws

3.3   Student expectations and requirements:
- Active participation in online class activities (discussions, wikis, blogs, etc.)
- Completing course readings
- Successful completion of quizzes and exams
- Use of spreadsheets and/or other software to create the financial statements necessary for annual tax filings
- Preparation of IRS tax forms for incorporation and tax filing

3.4   Tentative texts and course materials:

McMillan, E. J. (2010). *Not-for-profit budgeting and financial management* (4th ed.). Jossey-Bass.
Zietlow, J., Hankin, J. A., & Seidner, A. G. (2007). *Financial management for nonprofit organizations: Policies and practices*. Wiley.
The following leading nonprofit journals may be used to cover course material:
      Nonprofit and Voluntary Sector Quarterly
      Nonprofit Management & Leadership
      International Journal of Nonprofit and Voluntary Sector Marketing
      VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations

4.   Resources:
4.1   Library resources: Adequate - As an online program, the primary library resource need is subscriptions to the leading online journals related to the nonprofit sector. WKU currently has online subscriptions to the following three journals: *Nonprofit Management & Leadership*, *International Journal of Nonprofit and Voluntary Sector Marketing*, and *VOLUNTAS:*

International Journal of Voluntary and Nonprofit Organizations. Subscribing to *Nonprofit and Voluntary Sector Quarterly* and the *Journal of Nonprofit Education and Leadership* would complement the existing resources.

    4.2   Computer resources: Instructional technology resources for online courses are very good and made available through several WKU departments including: The Office of Distance Learning, Technology Services for Online Teaching, Instructional Technology, and Technology Resource Center.

5.   Budget implications:

    5.1   Proposed method of staffing: This program will be administered as an online cohort program through the Division of Extended Learning and Outreach (DELO) and the Department of Kinesiology, Recreation and Sport. As such, the program will be managed on an enterprise model with financial resources available to cover staffing expenses. A qualified part-time instructor with specialized nonprofit expertise will initially be utilized to teach this course.

    5.2   Special equipment needed: None needed
    5.3   Expendable materials needed: None needed
    5.4   Laboratory materials needed: None needed

6.   Proposed term for implementation: Spring 2013

7.   Dates of prior committee approvals:

Dept. of Kinesiology, Recreation and Sport:	__February 27, 2012_
CHHS College Curriculum Committee	__March 19, 2012___
Graduate Council	04/12/2012
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)

Contact Persons: Raymond Poff, Ph.D.   raymond.poff@wku.edu   (270) 745-2498
Bruce Larson, Ed.D.   bruce.larson@wku.edu   (270) 745-2211

1.   **Identification of proposed course:**
    1.1   Course prefix and number: RSA 585
    1.2   Course title: Nonprofit Practicum
    1.3   Abbreviated course title: Nonprofit Practicum
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: N: Internship
    1.6   Prerequisites/corequisites: None
    1.7   Course catalog listing: Capstone supervised professional experience in approved nonprofit settings where students obtain professional nonprofit experience with agency and faculty supervision.

2.   **Rationale:**
    2.1   Reason for developing the proposed course: This course was developed as part of a proposed graduate certificate in Nonprofit Administration. Students and professionals have indicated interest and support for a nonprofit administration graduate program as a mechanism for more specialized (specifically related to their chosen careers) training for entry-level and experienced professionals alike. Discussions with various WKU graduate program directors/coordinators have revealed that this graduate certificate program and courses would help fill an important need for students in the Ed.D. Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the Masters of Public Administration. There may be other programs as well, but these are the ones currently identified. Additionally, this course will serve as an important educational opportunity for working nonprofit professionals. This graduate course will provide online learning opportunities for both full and part-time students. The student's specific practicum will determine which, and how many, of the most recent national curriculum standards published by the Nonprofit Academic Centers Council (2007) and Nonprofit Leadership Alliance (2008) will be met by this course. Completion of a nonprofit practicum is a certification and credentialing process requirement for the Nonprofit Leadership Alliance.

    2.2   Projected enrollment in the proposed course: 15-20 students are expected for the initial enrollment including graduate students from existing WKU graduate programs seeking electives (Ed.D. Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the Masters of Public Administration programs) plus students not currently enrolled at WKU such as, working nonprofit professionals and former WKU graduates of related baccalaureate degree programs.

    2.3   Relationship of the proposed course to courses now offered by the department: Our department does not currently offer any graduate courses focusing on the nonprofit sector. This course is part of our proposed graduate certificate in Nonprofit Administration.

    2.4   Relationship of the proposed course to courses offered in other departments: Many graduate programs include internship or practicum courses. This course is specific to nonprofit organizations.

    2.5   Relationship of the proposed course to courses offered in other institutions: After a review of colleges and universities in Kentucky, it appears that seven universities list having at least one nonprofit course. Only one school lists having a graduate certificate program. As far as we could ascertain, none of these nonprofit courses appear to be offered online. In six of the schools, the

courses are advertised as fulfilling requirements for a concentration within a master's degree program (either a Master of Public Administration or Master of Human Development and Leadership); the seventh school didn't list a concentration being available. Although practicum courses, specific to the nonprofit sector, were not found. Internship and practicum courses for the respective graduate degree programs were present.

3. Discussion of proposed course:
    3.1   Course objectives:

Upon completion of this course, students should be able to:
- Demonstrate an increased level of competency in chosen practicum area
- Develop and carry out an internship project for the practicum agency
- Demonstrate improved performance throughout practicum

    3.2   Content outline:
- Introduction to the practicum process
- Site approval
- Reporting processes
- Project development
- Evaluation procedures

    3.3   Student expectations and requirements:
- Timely submission of internship contracts and other pre-internship paperwork
- Submission of bi-weekly internship progress reports
- Submission of mid-term and final performance appraisals
- Completion of practicum project
- Submission of final practicum report

    3.4   Tentative texts and course materials: Internship handbook will be available to students.

4. Resources:
    4.1   Library resources: Adequate - As an online program, the primary library resource need is subscriptions to the leading online journals related to the nonprofit sector. WKU currently has online subscriptions to the following three journals: *Nonprofit Management & Leadership*, *International Journal of Nonprofit and Voluntary Sector Marketing*, and *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*. Subscribing to *Nonprofit and Voluntary Sector Quarterly* and the *Journal of Nonprofit Education and Leadership* would complement the existing resources.

    4.2   Computer resources: Instructional technology resources for online courses are very good and made available through several WKU departments including: The Office of Distance Learning, Technology Services for Online Teaching, Instructional Technology, and Technology Resource Center.

5. Budget implications:
    5.1   Proposed method of staffing: This program will be administered as an online cohort program through the Division of Extended Learning and Outreach (DELO) and the Department of Kinesiology, Recreation and Sport. As such, the program will be managed on an enterprise model with financial resources available to cover staffing expenses. Dr. Raymond Poff, a full-time WKU family member, will initially teach this course outside of regular workload during summer terms and other terms, as enrollment demands require.
    5.2   Special equipment needed: None needed
    5.3   Expendable materials needed: None needed
    5.4   Laboratory materials needed: None needed

6. Proposed term for implementation: Spring 2013

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

Dept of Kinesiology, Recreation and Sport: __February 27, 2012_

CHHS College Curriculum Committee   __March 19, 2012___

Graduate Council   04/12/2012

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Gordon Ford College of Business
Department of MBA
Proposal to Create a New Course
(Action Item)

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

1.　　　**Identification of proposed course: BA 504**
　　　1.15　　Course prefix (subject area) and number: BA 504
　　　1.16　　Course title: MBA Foundation Modules Pt 1
　　　1.17　　Abbreviated course title: MBA Foundation Modules Pt 1
　　　1.18　　Credit hours and contact hours: 1.5
　　　1.19　　Type of course: Independent Learning
　　　1.20　　Prerequisites/corequisites: Graduate Student Standing
　　　Course catalog listing: Preparatory course (first of a three part series) of the foundational areas in the MBA program. Course is offered in a self-paced, online independent learning format with a pass/fail grading component.

2.　　　**Rationale:**
　　　2.6　　Reason for developing the proposed course: This course was created in order to logically split up the already approved course BA 502 Foundation Modules (4.5CH) into three parts (1.5 CH/EA) in order to accommodate the needs and structure of the Professional MBA cohort. Students who have chosen to complete the modules in lieu of the foundational courses, must complete all three parts in its entirety prior to completion of the program.
　　　2.7　　Projected enrollment in the proposed course: 20
　　　2.8　　Relationship of the proposed course to courses now offered by the department: The MBA Foundation Modules would not be as in depth in coverage as the undergraduate courses in the functional areas.
　　　2.9　　Relationship of the proposed course to courses offered in other departments: None
　　　2.10　　Relationship of the proposed course to courses offered in other institutions: Many universities utilize Module components, such as Rutgers University, University of Georgia, Syracuse University, Fordham University and others. University of Kentucky and Morehead State University each have or will be using the Module approach.

3.　　　**Discussion of proposed course:**
　　　3.5　　Course objectives: The Modules are designed to provide the MBA student with a foundational understanding of the core disciplines in the field of business.
　　　3.6　　Content outline: These modules are designed to provide the student with a foundational understanding of the core components of the field of business. If the student has chosen to complete the modules in lieu of the foundational courses, all three parts must be completed in its entirety. The entire list of the modules* that will be completed at the conclusion of the three part series will be:
　　　Module 1 – Accounting Essentials
　　　Module 2 – Business Math Boot Camp
　　　Module 3 – Finance Essentials I
　　　Module 4 – Finance Essentials II
　　　Module 5 – Microeconomics Essentials
　　　Module 6 – Statistics Essentials
　　　Module 7 – Management
　　　Module 8 – Marketing
　　　Module 9 – Information Technology
　　　*This is not necessarily the order the modules have to be completed. Order will be based on course rotation for each given cohort.

11.1   Student expectations and requirements: Modules are designed to provide the student with a foundational understanding of the various core components of the field of business. If the student has chosen to complete the modules in lieu of one or more of the foundational courses, all parts of the Modules must be completed. All parts of the Modules are accessible through the gateway of Blackboard. Several Module components are provided by Zoologic Learning Solutions and links are provided to the Zoologic Learning Solutions website. Other Module components are housed completely in Blackboard.

3.7   Tentative texts and course materials: N/A(online learning is used)

4.   Resources:
4.3   Library resources: N/A
4.4   Computer resources: Independent Learning used for offering and as a technical resource. Students use their own computers or WKU's in the labs.

5.   Budget implications:
5.5   Proposed method of staffing: N/A
5.6   Special equipment needed: N/A
5.7   Expendable materials needed: N/A
5.8   Laboratory materials needed: N/A

6.   Proposed term for implementation: 201220

7.   Dates of prior committee approvals:

GFCB Committee: April 3, 2012

Graduate Council: 04/12/2012

University Senate: _____

Attachment: Course Inventory Form

Proposal Date: April 12th, 2012

Gordon Ford College of Business
Department of MBA
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course: BA 506**
    1.21   Course prefix (subject area) and number: BA 506
    1.22   Course title: MBA Foundation Modules Pt 2
    1.23   Abbreviated course title: MBA Foundation Modules Pt 2
    1.24   Credit hours and contact hours: 1.5
    1.25   Type of course: Independent Learning
    1.26   Prerequisites/corequisites: Graduate Student Standing
    Course catalog listing: Preparatory course (second of a three part series) of the foundational areas in the MBA program. Course is offered in a self-paced, online independent learning format with a pass/fail grading component.

2. **Rationale:**
    2.11   Reason for developing the proposed course: This course was created in order to logically split up the already approved course BA 502 Foundation Modules (4.5CH) into three parts (1.5 CH/EA) in order to accommodate the needs and structure of the Professional MBA cohort. Students who have chosen to complete the modules in lieu of the foundational courses, must complete all three parts in its entirety prior to completion of the program.
    2.12   Projected enrollment in the proposed course: 20
    2.13   Relationship of the proposed course to courses now offered by the department: The MBA Foundation Modules would not be as in depth in coverage as the undergraduate courses in the functional areas.
    2.14   Relationship of the proposed course to courses offered in other departments: None
    2.15   Relationship of the proposed course to courses offered in other institutions: Many universities utilize Module components, such as Rutgers University, University of Georgia, Syracuse University, Fordham University and others. University of Kentucky and Morehead State University each have or will be using the Module approach.

3. **Discussion of proposed course:**
    3.8   Course objectives: The Modules are designed to provide the MBA student with a foundational understanding of the core disciplines in the field of business.
    3.9   Content outline: These modules are designed to provide the student with a foundational understanding of the core components of the field of business. If the student has chosen to complete the modules in lieu of the foundational courses, all three parts must be completed in its entirety. The entire list of the modules* that will be completed at the conclusion of the three part series will be:
    Module 1 – Accounting Essentials
    Module 2 – Business Math Boot Camp
    Module 3 – Finance Essentials I
    Module 4 – Finance Essentials II
    Module 5 – Microeconomics Essentials
    Module 6 – Statistics Essentials
    Module 7 – Management
    Module 8 – Marketing
    Module 9 – Information Technology
    *This is not necessarily the order the modules have to be completed. Order will be based on course rotation for each given cohort.

11.2   Student expectations and requirements: Modules are designed to provide the student with a foundational understanding of the various core components of the field of business. If the student has chosen to complete the modules in lieu of one or more of the foundational courses, all parts of the Modules must be completed. All parts of the Modules are accessible through the gateway of Blackboard. Several Module components are provided by Zoologic Learning Solutions and links are provided to the Zoologic Learning Solutions website. Other Module components are housed completely in Blackboard.

3.10   Tentative texts and course materials: N/A(online learning is used)

4.   Resources:
4.5   Library resources: N/A
4.6   Computer resources: Independent Learning used for offering and as a technical resource. Students use their own computers or WKU's in the labs.

5.   Budget implications:
5.9   Proposed method of staffing: N/A
5.10   Special equipment needed: N/A
5.11   Expendable materials needed: N/A
5.12   Laboratory materials needed: N/A

6.   Proposed term for implementation: 201220

7.   Dates of prior committee approvals:

GFCB Committee: ___April 3, 2012____

Graduate Council: 04/12/2012

University Senate: _____

Attachment: Course Inventory Form

Gordon Ford College of Business
Department of MBA
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course: BA 508**
   1.27   Course prefix (subject area) and number: BA 508
   1.28   Course title: MBA Foundation Modules Pt 3
   1.29   Abbreviated course title: MBA Foundation Modules Pt 3
   1.30   Credit hours and contact hours: 1.5
   1.31   Type of course: Independent Learning
   1.32   Prerequisites/corequisites: Graduate Student Standing
   Course catalog listing: Preparatory course (third of a three part series) of the foundational areas in the MBA program. Course is offered in a self-paced, online independent learning format with a pass/fail grading component.

2. **Rationale:**
   2.16   Reason for developing the proposed course: This course was created in order to logically split up the already approved course BA 502 Foundation Modules (4.5CH) into three parts (1.5 CH/EA) in order to accommodate the needs and structure of the Professional MBA cohort. Students who have chosen to complete the modules in lieu of the foundational courses, must complete all three parts in its entirety prior to completion of the program.
   2.17   Projected enrollment in the proposed course: 20
   2.18   Relationship of the proposed course to courses now offered by the department: The MBA Foundation Modules would not be as in depth in coverage as the undergraduate courses in the functional areas.
   2.19   Relationship of the proposed course to courses offered in other departments: None
   2.20   Relationship of the proposed course to courses offered in other institutions: Many universities utilize Module components, such as Rutgers University, University of Georgia, Syracuse University, Fordham University and others. University of Kentucky and Morehead State University each have or will be using the Module approach.

3. **Discussion of proposed course:**
   3.11   Course objectives: The Modules are designed to provide the MBA student with a foundational understanding of the core disciplines in the field of business.
   3.12   Content outline: These modules are designed to provide the student with a foundational understanding of the core components of the field of business. If the student has chosen to complete the modules in lieu of the foundational courses, all three parts must be completed in its entirety. The entire list of the modules* that will be completed at the conclusion of the three part series will be:
   Module 1 – Accounting Essentials
   Module 2 – Business Math Boot Camp
   Module 3 – Finance Essentials I
   Module 4 – Finance Essentials II
   Module 5 – Microeconomics Essentials
   Module 6 – Statistics Essentials
   Module 7 – Management
   Module 8 – Marketing
   Module 9 – Information Technology

***This is not necessarily the order the modules have to be completed. Order will be based on course rotation for each given cohort.

11.3   Student expectations and requirements: Modules are designed to provide the student with a foundational understanding of the various core components of the field of business. If the student has chosen to complete the modules in lieu of one or more of the foundational courses, all parts of the Modules must be completed. All parts of the Modules are accessible through the gateway of Blackboard. Several Module components are provided by Zoologic Learning Solutions and links are provided to the Zoologic Learning Solutions website. Other Module components are housed completely in Blackboard.

3.13   Tentative texts and course materials: N/A(online learning is used)

4.   Resources:
4.7   Library resources: N/A
4.8   Computer resources: Independent Learning used for offering and as a technical resource. Students use their own computers or WKU's in the labs.

5.   Budget implications:
5.13   Proposed method of staffing: N/A
5.14   Special equipment needed: N/A
5.15   Expendable materials needed: N/A
5.16   Laboratory materials needed: N/A

6.   Proposed term for implementation: 201220

7.   Dates of prior committee approvals:

GFCB Committee: ___April 3, 2012___

Graduate Council: 04/12/2012

University Senate: _____

Attachment: Course Inventory Form

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

Contact Person: Bangbo Yan, Bangbo.yan@wku.edu, 270-7453943

1.   Identification of proposed course:
    1.1   Course prefix (subject area) and number: CHEM 595
    1.2   Course title: Scientific Writing in Chemistry
    1.3   Abbreviated course title: Scientific Writing in Chemistry
    1.4   Credit hours and contact hours: 1-6 hours variable
    1.5   Type of course: I (independent study)
    1.6   Prerequisites/corequisites: CHEM 596/CHEM589 or permission of instructor
    1.7   Course catalog listing: A course to build and enhance students' writing skills when preparing lab reports, scientific articles and other professional communications.

2.   Rationale:
    2.1   Reason for developing the proposed course: The need for development of a new graduate course for graduate students who chose Research Intensive option is evident. These graduate students must have skills of journal paper writing and the knowledge of the process of submitting papers and dealing with journal editors.
    2.2   Projected enrollment in the proposed course: 5 per semester
    2.3   Relationship of the proposed course to courses now offered by the department: There are no equivalent courses in the Chemistry Department. Chem 516 is related to this course, but has different requirements.
    2.4   Relationship of the proposed course to courses offered in other departments: There are no comparable courses in other departments.
                    Relationship of the proposed course to courses offered in other institutions: we were unable to locate similar courses at other institutions.

3.   Discussion of proposed course:
    3.1   Course objectives: Students will
        3.1.1   Learn how to analyze and summarize scientific findings
        3.1.2   Practice on writing report
        3.1.3   Learn to write scientific papers
        3.1.4   Be familiar with the process of submitting, revising journal manuscripts
        3.1.5   Be familiar with the scientific community of his/her research area
    3.2   Content outline: Topics will be adapted to student's research project, or selected by the student's research committee.
    3.3   Student expectations and requirements: Students are expected to
        3.3.1   Perform research experiments with assigned advisor
        3.3.2   Write research reports
        3.3.3   Read research papers
        3.3.4   Write two paper drafts with one published on peer-reviewed journal and one submitted.
    3.4   Tentative texts and course materials: No regular text books are needed. The primary materials are literature references including research papers, review articles from library.

4.   Resources:
    4.1   Library resources: Adequate
    4.2   Computer resources: Adequate

5.   Budget implications:
    5.1   Proposed method of staffing: Existing
    5.2   Special equipment needed: None

        5.3   Expendable materials needed: None
        5.4   Laboratory materials needed: None

6.   **Proposed term for implementation: Fall 2012**

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

Department of Chemistry   __2/10/2012_____

OCSE Curriculum Committee   __3/23/2012_____

Graduate Council   04/12/2012

University Senate   _____

Attachment: Course Inventory Form

Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Title
(Consent Item)

Contact Person: Cathleen Webb, Cathleen.webb@wku.edu

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: CHEM 569
        1.2   Current course title: Internship in Chemistry I
        1.3   Credit hours: 3

2.   **Proposed course title:** Internship in Chemistry

3.   **Proposed abbreviated course title:** Internship in Chemistry

4.   **Rationale for the revision of course title:** The title of CHEM 589 Internship in Chemistry II will be revised to "Research Proposal". Thus, there is only one "Internship in Chemistry" course, and it is not necessary to keep the "I" for CHEM 569.

5.   **Proposed term for implementation:** Fall 2012

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

        Department of Chemistry   _____2/10/2012_____

        OCSE Curriculum Committee   _____3/23/2012_____

        Graduate Council   04/12/2012

        University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts and Letters
Department of Music
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Robyn Swanson, robyn.swanson@wku.edu, 745-5925

1.   **Identification of course:**
        1.1   Course prefix (subject area) and number: MUS 514
        1.2   Course title: Secondary Music Curriculum
        1.3   Credit hours: 3

2.   **Current course catalog listing:**
        Training the music teacher to provide orientation experiences for junior and senior high
        school non-performers.

3.   **Proposed course catalog listing:**
        Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.

4.   **Rationale for revision of the course catalog listing:**
        We are updating the language to reflect current pedagogy, vocabulary and practice.

5.   **Proposed term for implementation: Spring, 2013**

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

        Department of Music Graduate Faculty   March 20, 2012

        PCAL Curriculum Committee   April 5, 2012

        Professional Education Council   April 11, 2012

        Gradate Council   04/12/2012

        University Senate   _____

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Cathleen Webb, Cathleen.webb@wku.edu

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: Chem 596
   1.2   Course title: Cooperative Research I
   1.3   Credit hours: 11

2. **Revise course title:**
   2.1   Current course title: Cooperative Research I
   2.2   Proposed course title: Practicum Research Experience in Chemistry
   2.3   Proposed abbreviated title: Practicum Research
   2.4   Rationale for revision of course title: In concert with the modernization of our graduate curriculum, it was determined that only one Cooperative Research course is required to meet our students' needs. Chem 597 will be the Cooperative Research Course for the Department. This course will remain research focused and aligned with our Research Intensive Concentration.

3. **Revise course prerequisites/corequisites/special requirements:**
   3.1   Current prerequisites/corequisites/special requirements: Student must have completed one academic year of course work in Chemistry.
   3.2   Proposed prerequisites/corequisites/special requirements: CHEM 589 (Research Proposal) or permission of instructor.
   3.3   Rationale for revision of course prerequisites/corequisites/special requirements: Chem 596 will be a research focused course with expectations of advanced mastery of research skills and experiences designed to enhance their research portfolio and capabilities. Upon completion of Chem 589 or its equivalent, students will conduct research based on their research proposal.

4. **Revise course catalog listing:**
   4.1   Current course catalog listing: Research at a cooperating laboratory leading to a thesis in chemistry.
   4.2   Proposed course catalog listing: A student will work under the direction of a faculty advisor on a project proposed by the student in CHEM 596 or a project of mutual scientific interest. This research will lead to a thesis in chemistry.
   4.3   Rationale for revision of course catalog listing: The change reflects the change of our graduate curriculum in chemistry and the increasing in research for graduate students.

5. **Revise course credit hours:**
   3.1   Current course credit hours: 11
   3.2   Proposed course credit hours: 1-10 variable
   3.3   Rationale for revision of course credit hours: The current course credit hours are 11 hours fixed, which is not practical. For most students, this course is most likely to occur in more than one semester. It is more convenient and flexible for students to be able to take variable credit hours.

6. **Proposed term for implementation:** Fall 2012

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

   Department of Chemistry   ___2/10/2012_____

   OCSE Curriculum Committee   ___3/23/2012_____

Graduate Council   <u>04/12/2012</u>

University Senate   _____

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Cathleen Webb, Cathleen.webb@wku.edu

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: Chem 597
        1.2   Course title: Cooperative Research II
        1.3   Credit hours: 11

2.   **Revise course title:**
        2.1   Current course title: Cooperative Research II
        2.2   Proposed course title: Cooperative Research
        2.3   Proposed abbreviated title: Cooperative Research
        2.4   Rationale for revision of course title: In concert with our modernization of our graduate curriculum, it was determined that only one Cooperative Research course is required to meet our students' needs.

3.   **Revise course credit hours:**
        3.1   Current course credit hours: 11
        3.2   Proposed course credit hours: 1-10 variable
        3.3   Rationale for revision of course credit hours: In concert with our modernization of our graduate curriculum, it was determined that only one Cooperative Research course is required to meet our students' needs. For most students, a Cooperative experience, whether in government or industry lab, is most likely to occur in more than one semester. Having variable credit hours will give students flexible options in their curriculum plans.

5.   **Proposed term for implementation:** Fall 2012

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

        Department of Chemistry   ___2/10/2012_____

        OCSE Curriculum Committee   ___3/23/2012_____

        Graduate Council   04/12/2012

        University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Communication
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holly Payne, holly.payne@wku.edu, 745-5876

1.   **Identification of course:**
        1.33   Current course prefix (subject area) and number: COMM 510
        1.34   Course title: Strategies for Teaching Speech Communication
        1.35   Credit hours: 1

2.   **Revise course title:**
        2.1   Current course title: Strategies for Teaching Speech Communication
        2.2   Proposed course title: Strategies for Teaching Communication
        2.3   Proposed abbreviated title: STRATEGIES FOR TEACHING COMM
        2.4   Rationale for revision of course title: This course is offered for Graduate Teaching Assistants who
                are preparing to teach or are teaching one of the general education communication classes
                (COMM 145 or COMM 161). Since these classes address a variety of communication topics
                including public speaking, we would like the title to more accurately represent the course content.
                Removing the word "Speech" from the current title will achieve this goal.

3.   **Revise course credit hours:**
        3.1   Current course credit hours: 1
        3.2   Proposed course credit hours: 0
        3.3   Rationale for revision of course credit hours:
                This one-hour course was developed and is required for new graduate teaching assistants as they
                enter the classroom for the first time. Because preparing and teaching a stand-alone course is a
                significant endeavor, we offered one credit for completing the training as a way for students to
                earn something tangible for their efforts. Since then, however, the method for charging tuition has
                changed; students now pay for each hour of credit. The cost of this course now seriously erodes
                the tuition waiver Graduate Assistants receive, imposes a financial hardship, and creates a
                disincentive to join our program. We do not intend to change content or requirements of the
                course, as it is an essential part of the G.T.A. training. Since the course will no longer carry credit,
                we will also change the grading to NG (consent).

4.   **Revise course grading system:**
        4.1   Current course grading system: letter grade
        4.2   Proposed course grading system: NG (no grade)
        4.3   Rationale for revision of course grading system:
        Since we are changing the course from one credit hour to zero credit hours, we wish to change the grading
        system to the more appropriate NG (no grade). The course content is unchanged.

5.   **Proposed term for implementation:** Fall 2012

6.   **Dates of prior committee approvals:**
        Department of Communication: 2/27/12

        PCAL Curriculum Committee   4/5/2012

        Graduate Council   04/12/2012

        University Senate   _____
Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)

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

1.   Identification of course:
        1.1   Current course prefix (subject area) and number: EDFN 548
        1.2   Course title: Research in Curriculum and Instruction
        1.3   Credit hours: 3

2.   Rationale for the course deletion:
        The course was developed as an elective in the Co-operative Doctoral Program and is no longer needed as the program is being phased out. None of the students remaining in the program need the course.

3.   Effect of course deletion on programs or other departments, if known:
        Deletion of the course will have no impact on any other program.

4.   Proposed term for implementation:
        Fall 2012

5.   Dates of prior committee approvals:

        EALR Department/Division: 02/21/2012

        CEBS Curriculum Committee   02/28/2012

        Professional Education Council   03/14/2012

        Graduate Council   4/12/2012

        University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)

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

1.　　　**Identification of course:**
　　　1.1　　　Current course prefix (subject area) and number: EDFN 720
　　　1.2　　　Course title: Foundation of Rural Education Policy
　　　1.3　　　Credit hours: 3

2.　　　**Rationale for the course deletion:**
　　　The course was developed as an elective in the Co-operative Doctoral Program and is no longer needed as the program is being phased out. None of the students remaining in the program need the course.

3.　　　**Effect of course deletion on programs or other departments, if known:**
　　　Deletion of the course will have no impact on any other program.

4.　　　**Proposed term for implementation:**
　　　Fall 2012

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

　　　EALR Department/Division:　　　　02/21/2012

　　　CEBS Curriculum Committee　　　　02/28/2012

　　　Professional Education Council　　　03/14/2012

　　　Graduate Council　　　　　　　4/12/2012

　　　University Senate　　　　　　_____

Attachment: Course Inventory Form

College of Education and Behavioral Science
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)

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

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: EDAD 586
    1.2   Course title: Creating a High Performance Culture
    1.3   Credit hours: 3

2. **Rationale for the course deletion:**
    The course was developed for one time use in a pilot school principal preparation program.

3. **Effect of course deletion on programs or other departments, if known:**
    Deletion of the course will have no impact on any other program.

4. **Proposed term for implementation:**
    Fall 2012

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

    EALR Department/Division: 02/21/2012

    CEBS Curriculum Committee   02/28/2012

    Professional Education Council   03/14/2012

    Graduate Council   4/12/2012

    University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)

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

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: EDAD 611
        1.2   Course title: Leading Change
        1.3   Credit hours: 3

2.   **Rationale for the course deletion:**
        The course was developed for one time use in a pilot school principal preparation program.

3.   **Effect of course deletion on programs or other departments, if known:**
        Deletion of the course will have no impact on any other program.

4.   **Proposed term for implementation:**
        Fall 2012

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

        EALR Department/Division: 02/21/2012

        CEBS Curriculum Committee   02/28/2012

        Professional Education Council   03/14/2012

        Graduate Council   4/12/2012

        University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Science
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)

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

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: EDAD 680
        1.2   Course title: Removing Barriers to Learning
        1.3   Credit hours: 3

2.   **Rationale for the course deletion:**
        The course was developed for one time use in a pilot school principal preparation program.

3.   **Effect of course deletion on programs or other departments, if known:**
        Deletion of the course will have no impact on any other program.

4.   **Proposed term for implementation:**
        Fall 2012

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

                EALR Department/Division: 02/21/2012

                CEBS Curriculum Committee   02/28/2012

                Professional Education Council   03/14/2012

                Graduate Council   4/12/2012

                University Senate   _____

Attachment: Course Inventory Form

College of Health & Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)

Contact Person: Beverly Siegrist, 53490, beverly.siegrist@wku.edu

1.   **Identification of course:**
     1.1   Current course prefix and number: NURS 542
     1.2   Course title: Occupational Health Nurse Practicum II
     1.3   Credit hours: 1

2.   **Rationale for the course deletion:** This course was suspended in the spring of 2011. This is a required course for students in the MSN Occupational Health Nurse (OHN) concentration. This concentration was suspended in the spring of 2011 and will be deleted. Course no longer needed.

3.   **Effect of course deletion on programs or other departments, if known:** No effect. No students are enrolled in this course or have requested information on this concentration.

4.   **Proposed term for implementation:** Fall 2012

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

     Graduate Committee, School of Nursing: _3/1/2012_____

     CHHS Graduate Curriculum Committee   __3/19/2012_____

     Graduate Council   04/12/2012

     University Senate   _____

Attachment: Course Inventory Form

College of Health & Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)

Contact Person: Beverly Siegrist, 53490, beverly.siegrist@wku.edu

1.   **Identification of course:**
     1.1   Current course prefix and number: NURS 543
     1.2   Course title: Occupational Health Nurse Practicum III
     1.3   Credit hours: 3

2.   **Rationale for the course deletion:** This course was suspended in the spring of 2011. This is a required course for students in the MSN Occupational Health Nurse (OHN) concentration. This concentration was suspended in the spring of 2011 and will be deleted. Course no longer needed.

3.   **Effect of course deletion on programs or other departments, if known:** No effect. No students are enrolled in this course or have requested information on this concentration.

4.   **Proposed term for implementation:** Fall 2012

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

     Graduate Committee, School of Nursing: _3/1/2012_____

     CHHS Graduate Curriculum Committee   _3/19/2012_____

     Graduate Council   04/12/2012

     University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education

Proposal for a New Certificate Program
(Action Item)

Contact Person: Pam Petty, Pamela.petty@wku.edu, 745.2292

1. **Identification of proposed certificate program**
   1.1   **Title:** Literacy in Post-Secondary Settings
   1.2   **Required hours:** 18 hours
   1.3   **Special information:**
       This is a certificate for graduate students who are interested in literacy instruction but who do not hold current teaching licensure. This certificate is appropriate for, but not limited to, instructors at community colleges, technical schools, and adult education institutions.

   1.4   **Catalog description:**
       The Literacy in Post-Secondary Settings Certificate provides graduate students with essential skills and instructional strategies to provide support for literacy learners and aligns with the Senate Bill 1 (2009) mandate for P-20 alignment of the Kentucky Core Academic Standards for English/Language Arts. Persons applying to the Literacy in Post-Secondary Settings Certificate must be admitted to the Graduate School, submit an application, two letters of recommendation, and statement of professional goals. For applicants from non-English speaking countries a minimum TOEFL score of 550 paper score, 79 internet based is required. This 18 credit-hour certificate is appropriate for, but not limited to, instructors at community colleges, technical schools, and adult education institutions. Courses within the Literacy in Post-Secondary Settings Certificate are not appropriate for certified teachers and do not count toward the MAE-Literacy Education degree program.

2. **Objectives of the proposed certificate program:**
   The proposed Literacy in Post-Secondary Settings Certificate is designed for non-teacher certified graduate students who want to increase their skill levels in providing research-based literacy instruction particularly at the post-secondary level. The main objective of the proposed Literacy in Post-Secondary Settings Certificate is to provide those who teach outside P-12 settings, particularly in community college, technical college, and adult education institutions with advanced courses in literacy. To meet Southern Association of Colleges and Schools (SACS) accreditation guidelines reading instructors need a minimum of 18 hours of post-secondary literacy education coursework. To meet those needs the proposed Literacy in Post-Secondary Settings Certificate has the following objectives for students:

   - Students will understand the models of the reading process;
   - Students will know the research on oral and written language development;
   - Students will understand the processes related to researching the significant approaches to reading instruction;
   - Students will know how to provide instruction that integrates reading and writing for learning;
   - Students will know how to design instruction that is differentiated for learners by need;
   - Students will understand the role of assessment and evaluation of readers and writers;
   - Students will know how to apply intervention strategies for struggling readers and writers; and
   - Students will demonstrate best practice in reading and writing in a teaching real-world instructional post-secondary setting.

3. **Rationale**
   3.1   **Reasons for developing the proposed certificate program:**

The proposed Literacy in Post-Secondary Settings Certificate addresses a current need in the state whereby community colleges, technical colleges, and adult education programs must align with the mandates of Senate Bill 1 (2009, KRS 158.6453). There are hundreds of these post-secondary institutions across Kentucky that would benefit from an on-line certificate in literacy. Instructors who teach reading at community colleges, technical colleges, and adult education programs need to meet guidelines established by the Southern Association of Colleges and Schools (SACS or other similar regional accreditors) to have a minimum of 18 hours of literacy coursework to be in compliance with faculty credential guidelines. While WKU's existing MAE-Literacy Education program meets these needs, the MAE program is only available to persons holding teacher certification. WKU has been approached by several KCTCS institutions to offer literacy coursework that will allow persons who do not hold a teaching license to meet the 18-hour credential guidelines and the state mandates.

Other reasons for offering this proposed Literacy in Post-Secondary Settings Certificate include:

- Many students enter community colleges and technical schools underprepared to read and comprehend at the post-secondary level. Reading instructors who are better prepared to support students and help them grow their literacy skills/strategies will have an impact on students being better prepared to transition to universities and the workplace.
- Courses within the proposed Literacy in Post-Secondary Settings Certificate provide content that aligns with Kentucky Department of Education's description of a literate student: one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking to learn content; who can use those skills to communicate what he or she learned; and who can transfer that learning to new situations (http://www.kyepsb.net/teacherprep/endorsementguidelines.asp)

3.2   **Relationship of proposed certificate program to other programs offered by the department:**
The MAE-Literacy Education program is strongly related to the proposed Literacy in Post-Secondary Settings Certificate. There is literacy overlap between many of the proposed certificate courses and courses within the MAE-Literacy Education program. However, the proposed Literacy in Post-Secondary Settings Certificate differs from the MAE-Literacy Education program in the following ways:

- Target Audience: The MAE-Literacy Education program is only available to those persons who are teacher certified. The Literacy in Post-Secondary Settings Certificate targets non-teacher certified instructors who may currently be employed or seeking employment at community colleges, technical colleges, or adult education facilities.
- Content: The MAE-Literacy Education coursework is predicated upon a background of teacher education training. The proposed Literacy in Post-Secondary Settings Certificate does not assume that students have any background in human learning, pedagogical/androdgical training, or experience in teaching.

The other certificate programs offered within the School of Teacher Education are the Educational Technology Certificate, the Instructional Design Certificate, and the Autism Spectrum Disorders Certificate. There is no overlap in content or target audience between these certificates and the proposed Literacy in Post-Secondary Settings Certificate.

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

There are no other certificate programs offered at WKU that address reading and literacy instruction. Examples of other certificate programs offered by WKU include: Aging Studies, Gender and Women's Studies, International Student Services, Environmental Health& Safety Certificate, and Leadership Studies. There is no overlap in content or in target audience between these certificate programs and the proposed Literacy in Post-Secondary Settings Certificate.

3.4   **Projected enrollment in the proposed certificate program:**
Based upon requests from community colleges, technical colleges, and adult education facilities the projected enrollment in the proposed should reach 25 or more within a three-year period. As more and more post-secondary institutions conform to the mandates from SB1 (2009) regarding P-20 alignment of the Kentucky Core Academic Standards (for English/Language Arts), it is expected that they will be seeking coursework as professional development in aligning their teaching with standards.

3.5   **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):**
There are no graduate-level Literacy in Post-Secondary Settings Certificate programs offered at any of Kentucky's major public universities. We consider this offering to be a "just in time" certificate to fit students' needs based on current requirements and mandates.

The following chart presents a comparison of benchmark universities with stipulations as to how certificates align with the proposed Literacy in Post-Secondary Settings Certificate:

INSTITUTION	Literacy or Reading Certificate
Appalachian State University	Offers an Advanced Certificate in Reading at the Post-Masters level – requires MAE in reading http://www.ced.appstate.edu/departments/lre/programs/reading/advanced-certificate.aspx
Ball State University	No offerings
Central Missouri State University	No offerings
East Carolina University	No offerings
Eastern Michigan University	No offerings
East Tennessee State University	No offerings
Indiana State University	No offerings
Eastern Illinois University	Elementary Education: Graduate Certificate in Reading Instruction – requires teacher certification http://catalog.eiu.edu/preview_program.php?catoid=18&poid=2658&returnto=481
Marshall University	Graduate Certificate in Reading Education – requires teacher certification - http://www.marshall.edu/graduate/certificates/readingeducation.asp
Southeast Missouri State University	No offerings
University of North Carolina-Greensboro	No offerings
University of Northern Iowa	No offerings
West Chester University of Pennsylvania	No offerings

3.6   **Relationship of proposed certificate program to university mission and objectives:**
The WKU mission states, "Western Kentucky University shall produce nationally and globally competitive graduates and provide optimum service and lifelong learning opportunities for its constituents." One way to make lifelong learning possible is through offering coursework that helps people grow within the workplace and to be more marketable. Universities and colleges across the country are increasingly offering degree and certificate programs online. This service delivery method makes programs available not only across the state, but world-wide.

This program directly supports WKU's Strategic Goal 1 to increase student learning. Strategic Goal 2, Developing the student body, is addressed through performance indicator 2, by increasing student access through distance learning. This entire program will be offered online. This program also addresses Strategic Goal 4, Enhancing responsiveness to constituents, in performance indicator 2, by increasing educational access and lifelong learning opportunities through distance learning.

4. **Curriculum:**
The proposed curriculum for this Literacy in Post-Secondary Settings Certificate is as follows:

LTCY 500	Fundamentals of Reading and Related Language Arts	3
LTCY 501	Reading and Writing for Learning	3
LTCY 502	Differentiating Literacy Instruction	3
LTCY 503	Assessment and Evaluation of Reading and Writing	3
LTCY 504	Strategy-Based Reading and Writing Intervention	3
LTCY 505	Job-Embedded Literacy Methods	3
Total hours:		***18***

All courses are new and have been designed specifically for this program.

5. **Budget implications:**
Present faculty will teach these courses. Therefore, no additional costs will be incurred for faculty, equipment or other resources. As with any program/certificate, future growth may necessitate additional faculty resources.

6. **Proposed term for implementation:**
Summer 2012

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

School of Teacher Education	12/14/2011
CEBS Curriculum Committee	2/7/2012
Graduate Council	4/12/2012
University Senate	_____

College of Health and Human Services
Department of Kinesiology, Recreation, and Sport
Proposal to Create a New Certificate Program
(Action Item)

Contact Persons: Raymond Poff, Ph.D.   raymond.poff@wku.edu   (270) 745-2498
                 Bruce Larson, Ed.D.   bruce.larson@wku.edu   (270) 745-2211

1. **Identification of program:**
    1.1   Program title: Nonprofit Administration
    1.2   Required hours in program: 12 hours
    1.3   Special information: This proposed program will be delivered as an online program by the Department of Kinesiology, Recreation and Sport in coordination with the WKU Division of Extended Learning and Outreach. This graduate certificate is intended for students desiring to enhance their skills and expertise related to the administration of nonprofit sector organizations.

    1.4   Catalog description: The graduate certificate in Nonprofit Administration (reference number TBA) prepares students for careers in, and service to, the nonprofit sector. Guided by national curricular guidelines, the focused program addresses current issues and skills relevant to the nonprofit sector. The 12 credit hour certificate requires the completion of the following courses: RSA 560 Issues in Nonprofit Administration, RSA 565 Nonprofit Grant Writing and Fundraising, RSA 570 Fiscal Administration in the Nonprofit Sector, and RSA 585 Nonprofit Practicum.

2. **Objectives of the proposed certificate program:** The primary objective of the proposed graduate program in Nonprofit Administration is to provide students with specialized education and training related to the nonprofit sector. National curriculum standards/recommendations published by the Nonprofit Academic Centers Council (NACC, 2007) and Nonprofit Leadership Alliance (NLA, 2008) have been consulted to guide the development of the curriculum. Accreditation standards have not been established for nonprofit academic programs, but the NACC and NLA standards are nationally recognized. Developing the certificate based on these guidelines helps ensure WKU students are being taught the latest developments in the field. In addition, following these guidelines will help WKU students meet many of the requirements for the Certified Nonprofit Professional (CNP) national credential and the national Nonprofit Leadership Alliance Nonprofit Management and Leadership certification. Examples of nonprofit curricular / competency areas that could be covered by courses in this certificate program include:

NACC (2007)	NLA (2008)
-Comparative Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy	Historical & Philosophical Foundations
-Scope and Significance of the Nonprofit Sector, Voluntary Action and Philanthropy	
-History and Theories of the Nonprofit Sector, Voluntary Action and Philanthropy	
-Ethics and Values	Ethics and Values
-Nonprofit Governance and Leadership	Nonprofit Management + Board/Committee Dev.
-Leadership, Organization and Management	
-Nonprofit Law	Risk Management and Legal Issues
-Nonprofit Economics	Nonprofit Accounting & Financial Management
-Nonprofit Finance	
-Financial Management and Accountability	
-Fundraising and Development	Fundraising Principles and Practices

Depending on a student's prior experiences, graduates of this proposed certificate program may be competitive for entry, mid-level, or executive positions within the nonprofit sector. Cryer (2008) categorized the sector's jobs as: senior management; programs and service delivery; administration, human resources, and finance; development and

fundraising; communications; and consulting. In addition, Cryer (2008) identified the following as some of the key nonprofit subsectors: arts, culture, humanities; education; environment and animals; health; human services; international and foreign affairs; public or societal benefit; religion-related; and mutual/membership benefit.

3.   Rationale:

    3.1   Reason for developing the proposed certificate program: Students and professionals have indicated interest and support for a nonprofit administration graduate program as a mechanism for more specialized (specifically related to their chosen careers) training for entry-level and experienced professionals alike. Discussions with various WKU graduate program directors/coordinators have revealed that this graduate certificate program and courses would help fill an important need for students in the Ed.D. Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the Masters of Public Administration. There may be other programs as well, but these are the ones currently identified. Additionally, this graduate certificate program will serve as an important educational opportunity for working nonprofit professionals. This graduate certificate program will provide online learning opportunities for both full and part-time students.

            The nonprofit sector continues to grow in size and employment opportunities. In "The Nonprofit Sector in Brief," Blackwood, Wing, & Pollack (2008) reported 1.4 million nonprofit organizations registered with the Internal Revenue Service; this was a 27.3% change over a ten year period. Cryer (2008) reported a 16% nonprofit employment growth during 1998-2005. Blackwood, et al also noted, for the ten year period 1995-2005, that revenues and assets for reporting nonprofits grew approximately 54% compared to the U.S. GDP growth of 35%. They also reported $1.6 trillion in revenue and $3.4 trillion in assets for 2005 reporting nonprofits.

            The U.S. Department of Labor's Occupational Outlook Handbook reports "Wage and salary jobs in advocacy, grant making, and civic organizations are projected to increase 13 percent over the 2006-16 period, compared to 11 percent growth projected for all industries combined." These statistics help demonstrate a need for new and continued programs addressing the specific needs of nonprofit organizations.

    3.2   Relationship of the proposed certificate program to other programs now offered by the department: There are no similar graduate certificate programs offered by the Department of Kinesiology, Recreation and Sport. Prior to this proposal, graduate courses in the area of Nonprofit Administration have not been available.

    3.3   Relationship of the proposed certificate program to certificate programs offered in other departments: There are no similar certificate programs offered by other departments at WKU. A great value of this proposed program includes addressing content areas not currently being offered at WKU. This graduate certificate program will enable WKU students to gain a new area of expertise not currently available.

    3.4   Projected enrollment in the proposed certificate program: 15-20 students in the initial cohort in Spring 2013. Initial enrollment is anticipated to include graduate students from the Ed.D. Educational Leadership (Organizational Leadership track), M.A. in Leadership Dynamics, and the Masters of Public Administration programs. Initial enrollment is also anticipated to include students not currently enrolled at WKU such as, working nonprofit professionals and former WKU graduates of related baccalaureate degree programs.

    3.5   Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Among the Kentucky state-supported institutions, only one nonprofit graduate certificate program was found at Northern Kentucky University. Other schools (see table below) offered one or more courses, with nearly all of them offering some kind of concentration within a master's degree program.

Kentucky State-Supported Institutions	Name of Program
Northern Kentucky University	Certificate in Nonprofit Management http://nku.edu/~psc/programs/public/certificate/courses.php

	(MPA offers an available 12-13 hour nonprofit concentration)
Kentucky State University	No certificate (MPA offers a 9 hour nonprofit concentration)
Morehead State University	No certificate (MPA offers a 9 hour non-profit mgt and community development specialization
Murray State University	No certificate (M.S. Human Development and Leadership with Youth and Nonprofit Leadership concentration – 4 courses)
University of Louisville	No certificate (MPA with an available 6 hours in a 15 nonprofit specialization)
University of Kentucky	No certificate Nonprofit concentration in MPA consisting of 2 courses
Eastern Kentucky University	No program or concentration – one course in catalog

The lack of graduate certificate program offerings at these Kentucky universities provides WKU an opportunity to address the needs of working professionals interested in gaining additional training/education, but who may not be interested in a full master's degree at this time. Discussions at a recent AASCU (American Association of State Colleges and Universities) conference emphasized the increasing role of certificate programs in providing additional educational opportunities. A couple of nearby institutions in Indiana (see below) have graduate certificate programs. Both of these programs are housed in universities with a very strong commitment to public and nonprofit education programs so the presence of certificate programs is not surprising.

Other Nearby Institutions	Name of Program
Belmont University	No certificate (Master of Nonprofit Leadership)
IUPUI	Graduate certificate in nonprofit management http://www.iupui.edu/~bulletin/iupui/2010-2012/schools/spea/undergraduate-programs/certificates/nonprofit-mgmt.shtml MPA in Nonprofit Management
Indiana University - Bloomington	Certificate in Nonprofit Management http://www.indiana.edu/~bulletin/iu/spea_grad/2007-2009/bloomington.shtml#nmcert (MPA with an available nonprofit management concentration)
Southern Illinois University - Edwardsville	No certificate

3.6   Relationship of the proposed certificate program to the university mission and objectives: The purpose of this certificate program is to create more marketable professionals with qualifications and skills in nonprofit administration. The proposed certificate aligns with the WKU Strategic Plan by creating highly skilled and engaged graduates that can compete for the best jobs in their field around the globe. The online course delivery will allow for local, regional, national, and international marketing. The certificate will be attractive to past, current, and future students and will, therefore, positively impact graduate enrollment.

4.   **Curriculum:** The 12-credit hour certificate includes the following four new courses:

Course #	Course Title	Credit Hours
RSA 560	Issues in Nonprofit Administration	3
RSA 565	Nonprofit Grant Writing and Fundraising	3
RSA 570	Fiscal Administration in the Nonprofit Sector	3
RSA 585	Nonprofit Practicum*	3

		Total = 12
*At the discretion of the graduate certificate program coordinator, a course substitution may be available by advisement for RSA 585 Nonprofit Practicum.		

5. **Budget implications:** This certificate program will be operated through WKU's Division of Extended Learning and Outreach (DELO) and the Department of Kinesiology, Recreation and Sport. This graduate certificate program is composed of new courses, which will create opportunities for new enrollment. Initial plans include Dr. Raymond Poff, a full-time WKU faculty member, directing the program and teaching at least one of the courses. Qualified part-time instructors with nonprofit expertise will initially be utilized to teach the other three courses. New faculty positions would not be requested prior to the program demonstrating enrollment numbers sufficiently justifying additional faculty resources.

6. **Proposed term for implementation:** Spring 2013
7. **Dates of prior committee approvals:**

KRS Department   __February 27, 2012_

CHHS Grad Curriculum Committee   __March 19, 2012___

Graduate Council   04/12/2012

University Senate   _____

Attachment: Program Inventory Form

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

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu, 270-745-2317

1.   Identification of program:
   1.1   Current program reference number: 0436
   1.2   Current program title: Master of Arts in Education: Interdisciplinary Early Childhood Education,
            Birth to Primary   Concentration: Initial Certification in IECE
            Concentration: Advanced Certification for those with prior certification in IECE
   1.3   Credit hours: 36

2.   Identification of the proposed program changes:
   - Change the degree type for the Initial Certification in IECE concentration from the Master of Arts
     in Education to the Master of Arts in Teaching
   - Change the program title for the Initial Certification concentration to Interdisciplinary Early
     Childhood Education, Birth to Primary, Initial Certification
   - Change the program title for the Advanced Certification concentration to Interdisciplinary Early
     Childhood Education, Birth to Primary, for Teacher Leaders
   - Revise admission requirements for the proposed MAT: Interdisciplinary Early Childhood
     Education, Birth to Primary, Initial Certification program
   - Revise curriculum for the proposed MAT: Interdisciplinary Early Childhood Education, Birth to
     Primary, Initial Certification program
   - Reduce number of hours in the proposed MAT: Interdisciplinary Early Childhood Education,
     Birth to Primary, Initial Certification program from 36 to 34
   - Revise curriculum for the MAE: Interdisciplinary Early Childhood Education, Birth to Primary,
     Advanced Certification program

3.   Detailed program description:

CURRENT PROGRAM **Master of Arts in Education Interdisciplinary Early Childhood Education (IECE) Birth to Primary Concentration: Initial Certification in IECE Concentration: Advanced Certification for those with prior certification in IECE**	PROPOSED PROGRAM **Master of Arts in Teaching: Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification**	PROPOSED PROGRAM **Master of Arts in Education: Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders**
Degree Requirements: 36 hours	**Program Requirements: 34 hours**	**Program Requirements: 36 hours**
The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. IECE program graduates are qualified to work with	**Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste.** The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in	**Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste** The program is designed to prepare early childhood educators to **provide leadership in working** with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact

children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:

- Initial Certification in IECE
- Advanced Certification for those with prior certification in IECE

Within each concentration, students are expected to become competent in theory, research, and application of recommended practices related to children with and without special needs, ages birth through kindergarten and their families. Each student's area of concentration will be based upon his or her current teaching certification or lack thereof. Students in both concentrations will complete a core of common courses, and then, will complete specialization and elective courses based upon their certification status, educational background, and career goals.

Note: To be eligible to be recommended for teacher certification, students must document that they have received a passing score on the required PRAXIS II examination.

CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS

- CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 520 Organizing Programs for IECE (3 hours)
- SWK 436G Services to Children

kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

The MAT program in IECE, Birth to Primary, Initial Certification is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 34 semester hours of course work and various field experiences. The culminating experience of the program is an internship. Upon completion of the program and achieving a passing score on the required PRAXIS II exam, students are eligible to be recommended for the Statement of Eligibility to teach children ages birth through kindergarten.

Course Requirements

- CFS 577 Seminar in Child Development Research, or advisor-approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 520 Organizing Programs for IECE (3 hours)
- PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)
- Research Foundations – EDFN 500 Research Methods (3 hours) or **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)**
- CD 481G Speech & Language Development, or advisor-approved elective (3 hours)
- SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)
- IECE 521 Assessment in Early Childhood Special Education

with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools **and other settings with early childhood programs**. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families. **In addition, graduates may serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc.**

This degree program is designed for individuals who have prior teaching certification in IECE. The 36-hour program of study consists of **15 semester hours of professional education coursework, 12 semester hours of required specialization courses, and 9 semester hours of specialization electives approved by the advisor.**

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky IECE Teacher Standards and professional goals.

Professional Education Component Courses (15 Hours)

- TCHL 500 Foundations of Teacher Leadership (3 hrs)
- IECE 530 Advanced IECE Curriculum Development (3 hrs)

(3 hours)
- PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)
- Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Total for core courses – 18 hours

Initial Certification Concentration

The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. Students complete 18 hours of core coursework and 18 semester hours of specialization coursework Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.

Specific Course Requirements – 18 Hours + 18 Hours of Core Courses
- CD 481G Speech & Language Development or advisor approved elective (3 hours)
- EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)
- IECE 521 Assessment in IECE (3 hours)
- IECE 522 Family-Centered Services (3 hours)
- IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)
- IECE 524 Internship in IECE (3 hours)

Total with Core Courses – 36 hours

(3 hours)
- IECE 522 Family-Centered Services (3 hours)
- IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)
- IECE 524 Internship in IECE (3 hours) **Students currently teaching in an IECE setting may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in IECE.**
- **IECE 526 Practicum in IECE (1 hour)**

Total Course Requirements – **34** hours

- TCHL 560 Action Research Capstone for Teacher Leaders (3 hrs)
- IECE 520 Organizing Programs for IECE (3 hrs)
- IECE 550 Advanced IECE Assessment (3 hrs)

*Specialization Course Requirements (**12** Hours)*

- **TCHL 520 Principles of Action research for Teacher Leaders (3 hrs)**
- CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 423G Interdisciplinary Services for Young Children with Low Incidence Disabilities

Advisor approved electives: 9 hours
Total Course Requirements – 36 hours

Advanced Certification Concentration This concentration is for individuals who have prior teaching certification in IECE. This 36 hour program of study consists of 18 semester hours of core coursework, 6 semester hours of required specialization courses, and 12 semester hours of specialization electives approved by the advisor. During the first course in the program, TCHL 500 *Foundations of Teacher Leadership,* students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). TCHL 500, 520, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. *Important Note:* While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky Teacher Standards and professional goals. *Specific Course Requirements – 18 Hours + 18 Hours of Core Courses* TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours) Advisor approved electives (9 hours) Total with Core Courses – 36 hours		
Admission Requirements	**Admission Requirements**	**Admission Requirements**
Admission to the Initial Certification Concentration requires the following: • Completion of the IECE application process through the School of Teacher Education. This application process includes documentation of early childhood	**To be considered for admission, applicants must:** • **Document completion of a bachelor's degree from an accredited institution.** • Have completed SPED 330 or SPED 516 or an equivalent introductory special education	**To be considered for admission, applicants must:** • *WKU Graduate:* Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early

related professional experiences and training, a written professional goals statement, and three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate program.

- Applicants must also have had EXED 330 or EXED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.
- Submission of qualifying GAP and GRE scores (minimum GAP of 2200 and minimum GRE Analytical Writing Score of 3.5).

Admission to the Advanced Certification Concentration requires the following:

- *WKU Graduate:* Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application.
- *Graduate of a Kentucky Higher Education Institution Other Than WKU:* Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.
- *Graduate of an Out-of-State Institution of Higher Education:* Applicants who completed their initial certification program at an out-of state institution must have earned at least a 2.75* GPA for

course prior to entering the MAT program or complete SPED 516 as a program deficiency.

- **Present a letter of application including a professional goals statement.**
- Provide three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate program.
- **Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).**
- **Submit documentation to satisfy all criteria for admission to professional education.**
- Applicants must also have had SPED 330 or SPED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.

Application Deadline Notes:
For priority consideration:
Applicants should submit application materials to graduate studies by the following dates:

Summer Admission: March 1;
Fall Admission: May 1;
Spring Admission: November 1

Applicants submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application.

- *Graduate of a Kentucky Higher Education Institution Other Than WKU:* Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.
- *Graduate of an Out-of-State Institution of Higher Education:* Applicants who completed their initial certification program at an out-of state institution must have earned at least a 2.75* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.

Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score **[(GRE-V + GRE-Q) added to (GPA X 100)] of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative Reasoning score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011,** a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a GRE

all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application. *Applicants with undergraduate degrees from all other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or Statement of Eligibility* with the application. **Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.		Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for interdisciplinary early childhood education. A copy of the teaching certificate must be submitted with the application.
Program Completion Requirements	**Program Completion Requirements**	**Program Completion Requirements**
Program completion requirements for the Initial Certification Concentration are as follows: Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement. Program completion requirements for the Advanced Certification Concentration are as follows:	Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement.	Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue.

• Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue. • Candidates must have at least a 3.0 GPA overall and in the program.		

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

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level for programs leading to initial certification in Interdisciplinary Early Childhood Education Birth to Primary. A new degree type, the Master of Arts in Teaching, has been developed and approved for initial certification programs at the master's level, so the present initial certification concentration should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current concentration that leads to initial certification will be moved to the new MAT. Therefore, the initial certification concentration will be moved and the name of the program under the MAT will be Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification.
- The current concentration that leads to advanced certification will continue to lead to the Master of Arts in Education. Since the initial certification concentration will be moved to the new MAT, the program title for the MAE program will be revised to Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders. The proposed program title will clarify the focus of the revised program.
- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level.
- For those seeking initial certification in IECE, the specialized content of serving young children with and without disabilities, and their families, is the focus of this proposed program. The curriculum is intended to address the specific needs of these children and families. The option of an action research course in teacher education will provide students with the content knowledge to examine their professional practices.

5. **Proposed term for implementation and special provisions (if applicable):**
- Fall 2012

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

School of Teacher Education: 1-20-2012

CEBS Curriculum Committee   2-7-2012

Professional Education Council   3-14-2012

Graduate Council   04/12/2012

University Senate

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

Contact Person: Janet Applin, janet.applin@wku.edu, 5-6105 or 5-4014

1.   **Identification of program:**
        1.1   Current program reference number: 0437
        1.2   Current program title: Special Education: Learning and Behavior Disorders
        1.3   Credit hours: 39

2.   **Identification of the proposed program changes:**
        •   Change the degree type for the present initial certification concentration in Special Education: Learning and Behavior Disorders from the Master of Arts in Education to the Master of Arts in Teaching
        •   Change the program title for the current initial certification concentration to Special Education Initial Certification: Learning and Behavior Disorders
        •   Change the program title for the current advanced certification concentration to Special Education for Teacher Leaders: Learning and Behavior Disorders
        •   Revise admission requirements for proposed MAT program
        •   Revise curriculum for initial certification program

3.   **Detailed program description:**

CURRENT PROGRAM Master of Arts in Special Education – Learning and Behavior Disorders #0437	PROPOSED PROGRAM Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders (LBD)	PROPOSED PROGRAM Master of Arts in Teaching: Special Education Initial Certification: Learning and Behavior Disorders (LBD)
Program Description	**Program Description**	**Program Description**
Master of Arts in Special Education Learning and Behavior Disorders, Ref. #0437 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste. This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Special Education program area, <u>offers courses and experiences for initial preparation of Special Education teachers</u> and for	Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste. This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.	Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste. The Special Education Initial Certification in Learning and Behavior Disorders program, which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD and may or may not be currently employed as a teacher of students with Learning and Behavior disorders. *This option is for those individuals with no prior teacher certification in any area.* This 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavioral disorders and positive

those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders are offered within the MAE in Special Education LBD:

• LBNC: Initial Certification in LBD including Alternate Route to Teacher Certification in LBD.

• LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area other than Special Education LBD.

• LBLB: Advanced Preparation in LBD for those with prior certification in LBD.

Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

Student areas of concentration are based upon their current teaching certification or lack thereof. Students in all concentrations will complete specialization and elective courses, as well as a core of common courses, based upon their certification status, educational background, and career goals.

All courses in the program carry critical performance indicators (CPIs) that must be

Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Note: To be eligible to be recommended for certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student may be eligible for a Temporary Provisional Teaching Certificate (TC-TP). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete the equivalent of the state required student teaching experience in an unpaid position in an -accredited Public School within WKU's service area. Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD.

Students must submit passing scores on the Praxis II and be fully admitted to the professional education unit (teacher admissions) PRIOR to enrolling in SPED 590 Students must meet all state requirements for student teaching and initial certification. SPED 590 should be taken as the final course of the program.

All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).

Admission Requirements	Admission Requirements	Admission Requirements
completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).		

Admission Requirements	Admission Requirements	Admission Requirements
Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must meet the requirements for admission into the MAE programs in Special Education and the College of Education and Behavioral Sciences. Admission to the LBNC Initial Certification Concentration requires the following: • Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446). • EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other requirements for admission to teacher education; and • Submit an admission portfolio to the Exceptional Education faculty. Details regarding the requirements for the admission portfolio may	1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. *Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their	To be considered for admission, applicants must: • Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution. • Present a letter of application (including professional goals).Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit the state required passing score on the Pre-Professional Skills Test (PPST). • Submit documentation to satisfy partial criteria for admission to professional education, including references, physical including TB test, signed commitment to uphold the code of ethics, and criminal background check. • Students who have not had an introductory-level special education course within the past ten years must complete SPED 516 The Exceptional Child Perspectives and Issues, as a deficiency prior to enrollment in any of the MAT courses for Special Education. Application Deadline Notes:

be found on the program website.
• Exhibit acceptable teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.
• All admissions materials must be received by March 1 for admission to the summer terms or May 1for admission to the fall term for priority consideration.
Admission Requirement Exceptions:
• Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following:
1. a letter of application that explains why they should be exempt from the GRE;
2. a written philosophy of education;
3. two references from faculty members that detail their potential as graduate students; and
4. two references from public school teachers and/or administrators that address their dispositions to teach.
• Students who are graduates of an accredited college or university and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following:
1. a letter of application that explains why they should be exempt from the GRE;
2. a philosophy of education;
3. two references from faculty members that detail their potential as graduate students; and
4. two references from public school teachers and/or

respective states to renew their certificates and submit a copy of the reissued certificate.
Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. *For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required.* In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application.
**GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.
Application Deadline Notes:
Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to graduate studies by the following dates:

Summer Admission: March 1;
Fall Admission: May 1;
Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education Initial Certification: Learning and Behavior Disorders MAT program, students should submit application materials to graduate studies by the following dates:

Summer Admission: March 1;
Fall Admission: May 1;
Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

administrators that address their dispositions to teach. • Students who are graduates from an accredited college or university with a master's degree and have a graduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: 1. a letter of application that explains why they should be exempt from the GRE; 2. a philosophy of education; 3. two references from faculty members that detail their potential as graduate students; and 4. two references from public school teachers and/or administrators that address their dispositions to teach. Admission to the Advanced Certification Concentrations of LBOC and LBLB require the following: 1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be		

eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.

****GAP Score = GRE-V plus GRE-Q multiplied by undergraduate GPA with a score of 2200 or higher.

Degree Requirements	Degree Requirements	Degree Requirements
Degree Requirements <u>Program Completion Requirements for the Initial Certification Concentration (LBNC) are as follows:</u> Candidates must successfully complete 6 hours in SPED 590 Internship in Special Education (course grade of C or higher), the capstone experience for the program, and must submit an acceptable Teacher Work	**Teacher Leader Professional Education Core Courses: (9-16 hours)** TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) TCHL 540 Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)	**Introduction to Professional Education:** SPED 515: Education of Exceptional Children (3 hours) **Educational Technology:** LME 535: Survey of Educational Technology Practices (3 hours) **Educational Psychology:** PSY 510: Advanced Educational Psychology (3 hours) **Diversity & Classroom Management:**

Sample as the culminating performance assessment for the internship course and for the program.

Program Completion Requirements for the Advanced Concentrations of LBOC and LBLB are as follows: • Candidates must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue. • Candidates must achieve a minimum 3.0 cumulative GPA overall and in program course work.

Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations   18 hours SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) Other specific courses related to each individual concentration are required in addition to these core courses for each concentration.

Initial Certification Concentration (LBNC) The MAE in LBD, Initial Certification or LBNC, is for individuals who are seeking initial certification in LBD and who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This 39-hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized Testing (1 hour)
TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
NOTE: *TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.*

Specialization Component (18 hours):
SPED 518 Issues in Behavior Management (3 hours)
SPED 530 Advanced Assessment Techniques (3 hours)
SPED 531 Advanced Prescriptive Teaching (3 hours)
SPED 532 Families, Professionals, and Exceptionalities (3 hours)
SPED 533 Seminar: Curriculum in LBD (3 hours)
SPED 630 Special Education Law (3 hours)
Internship:
SPED 590 Advanced Internship in Exceptional Education (3 hours) Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 590 and should take SPED 590 as their final course in their program. . Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification
Total Program Hours: 30-37 hours

SPED 518: Seminar: Contemporary Challenges in Special Education (3 hours)
Assessment:
SPED 530: Advanced Assessment Techniques (3 hours)
Literacy Component:
LTCY 519: Foundations of Reading Instruction (3 hours)
Research Skills:
SPED 534: Research in Exceptional Child Education (3 hours)
Content Methods Course:
SPED 533 Seminar: Curriculum for Learning and Behavior Disorders (3 hours)
Program Specific Electives:
SPED 531 Advanced Prescriptive Teaching (3 hours)
SPED 630 Special Education Law and Finance (3 hours)
Internship:
SPED 590 Advanced Internship in Exceptional Education (6 hours) (Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders)

Total Program Hours: 36

Program Completion Requirements for the Special Education Initial Certification: Learning and Behavior Disorders program are as follows:
• Students must successfully complete the internship course, SPED 590 Advanced Internship in Exceptional Education (6 hours) (course grade of C or higher), and complete a proficient or exemplary teacher work sample as their capstone experience.
• Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

teaching, transition service programming, research in Special Education, and content areas. This option is for those individuals with no prior teaching certification in any area and who may or may not be currently employed as a teacher of students with Learning and Behavior Disorders. If a student is currently employed or has verification of employment from a school district, the student is eligible for the Alternate Route to Certification. This includes eligibility for the Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before beginning the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.	**with a 30 hour minimum** Program Completion Requirements for the Advanced Preparation Teacher Leader Special Education program are as follows: • Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue • Students must achieve a minimum 3.0 cumulative GPA overall and in program course work. Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.	
Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification		

concentrations 18 hours SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) LBNC Course Requirements 21 hours EDFN 500 Research Methods (3 hours) SPED 515 Education of Exceptional Children (3 hours) SPED 516 Exceptional Child: Perspectives and Issues (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) SPED 590 Internship in Special Education (6 hours) Advisor Approved Content Elective (3 hours) Total program hours for LBNC: 39 Advanced Certification Concentrations (LBOC and LBLB) These concentrations within the MAE Special Education LBD program lead to advanced preparation for those holding initial certification in Special Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who: 1. Hold certification in any area other than Special Education		

(LBOC); OR 2. Hold Special Education LBD or MSD certification (LBLB). Within the advanced preparation LBD concentrations, students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these 1courses. Courses below in boldface are required. Successful completion of an action research capstone project is required. A GPA of 3.0 or higher in all graduate coursework is required, with no grade lower than a C.		
Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on each required Praxis II examination. Students must pass all required Praxis II examinations before they may enroll in SPED 590 which is the Internship in Special Education course. Important Note: While enrolled		

in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.	

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth consistent with the goals of each candidate and related to serving students with Learning and Behavioral Disorders.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

Professional Education
Core 9-16 hours
 TCHL 500 Foundations of Teacher Leadership (3 hours)
 TCHL 530 Curriculum Development (3 hours)
 TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
 TCHL 544 Classroom Instruction: Equitable School

and Community Partnerships (1 hour) TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 Student Assessment II: Standardized Testing (1 hour) TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results. Specialization Component SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours)	

SPED 590 Internship in Exceptional Education (3 hours) *SPED 534 Seminar: Research in Special Education (3 hours optional course in addition to Specialization Component See note below) *Students may choose to take SPED 534 Seminar: Research in Special Education if approved by advisor and appropriate for future educational and career goals of the student. Total program hours for LBOC and LBLB concentrations: 30-37 Program Completion Requirements Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.	

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

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level for programs leading to initial certification in Special Education: Learning and Behavior Disorders. A new degree type, the Master of Arts in Teaching (MAT), has been developed and approved for initial certification programs at the master's level, so the present initial certification concentration, including the alternate route to certification program, will be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current concentration that leads to initial certification is being moved to the MAT and a new program title is needed.
- The current concentration that leads to advanced certification will continue to lead to the Master of Arts in Education. However, a new program title is needed to clarify that the revised MAE program is for advanced certification and will provide graduates with eligibility for the Teacher Leader endorsement.
- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level as well as the Educational Professional Standards Board's and the Kentucky Department of Education's regulations.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. Students in the Master of Arts in Teaching (MAT) will be seeking initial certification and lack pedagogical knowledge and skills. For those seeking initial certification in special education, the specialized content of serving students with disabilities is the focus of this

proposed program. The proposed curriculum is intended to address the specific needs of these students.

5.   Proposed term for implementation and special provisions (if applicable):
            Fall 2012

6.   Dates of prior committee approvals:

School of Teacher Education: **December 14, 2011**

CEBS Curriculum Committee   **February 7, 2012**

Professional Education Council   **March 14, 2012**

Graduate Council   04/12/2012

University Senate

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1.   Identification of program:
  1.1   Current program reference number: 139
  1.2   Current program title: Alternative Route To Teacher Certification/Master Of Arts In Education: Middle Grades Education
  1.3   Credit hours: 30

2.   Identification of the proposed program changes:
  •   Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
  •   Change the program title: Middle Grades Education for Initial Certification
  •   Revise admission requirements
  •   Revise curriculum

3.   Detailed program description:

CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math & Science) Or Middle Grades Education	PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education for Initial Certification	

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at http://edtech.wku.edu/~teachsvs/alternate_route/index.htm.
 	
          A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.
	The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades education (grades 5-9, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent) in approved majors. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.
	     This program is appropriate for three groups of students: students admitted to GSKyTeach, WKU's cohort program for prospective mathematics and science teachers; students who qualify for Option 6 of Kentucky's Education Professional Standards Board's (EPSB) Alternate Routes to Teacher Certification; and other qualified post-baccalaureate students who have completed the equivalent of an undergraduate major in a certification area approved by Kentucky's EPSB for Middle Grades certification (grades 5-9).	

	Students are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program. Students who participate in the Alternate Route to Teacher Certification option must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about this Alternate Route to Teacher Certification may be found on the website for the Office of Teacher Services. Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification option will qualify for a Statement of Eligibility for Certification.	
Admission Requirements	**Admission Requirements**	
MAE Middle Grades Education (Alternate Route to Teacher Certification) 1. Completion of content course work in the following: single subject for middle grades education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for middle grades certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics. 2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher; 3. Passing score on PRAXIS II exams on file before starting program; 4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program; 5. Commitment of employment from a Kentucky	Applicants must meet one of the following: **MAT in Middle Grades Education for Initial Certification: Program Admission Criteria:** To be considered for admission, applicants must: • Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Present a letter of application (including professional goals). • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work	

school district before beginning program;	(counting all course work, undergraduate or graduate).	
6. Meet the admission requirements identified by the respective content area;	• Submit the following documentation to satisfy partial criteria for admission to Professional Education: references, physical (including TB test), and signed code of ethics. In addition, they must meet standardized test requirements for admission to professional education.	
7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area.	• Provide qualifying Praxis II score(s), if applicable, in the desired certification area.	
MAE Middle Grades Degree Requirements: Required Professional Education Course Components –21 hours	**OR** **GSKyTeach Program Admission Criteria:** Requirements to become a GSKyTeach candidate include the following:	
Professional Development Component—6 hours EDU 501 Seminar: Designing Professional Development Plan (2 hrs.) EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.) EDU 590 Advanced Internship (3 hrs.)	• A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75.	
Educational Psychology Component—3 hours PSY 511 Psychology of Learning OR PSY 510 Advanced Educational Psychology	• a GAP score [(GRE-V + GRE-Q) added to (GPA X 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or	
Curriculum Component—3 hours EDU 520 Planning for Instruction	higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200.	
Strategies Component—3 hours EDU 521 Implementing an Instructional Plan	• A successful background check. • A passing score on Praxis test in major area (This score may be submitted within	
Exceptional Education Component—3 hours EXED 516 Exceptional Child: Perspectives and Issues	the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach	
Research/Assessment Component—3 hours EDFN 500 Research Methods	coursework and program-related activities. • A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.	
Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.	**Program Requirements: 30 - 36 hours** • Selection of specific courses requires advisor approval • Enrollment in SMED courses is restricted to students admitted into the GSKyTeach program	
Total: 30 hours		
	Introduction to Professional Education: EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) OR SMED 501: Designing Instructional Sequences in Middle Grades Math and Science (3 hrs.)	3

	Educational Technology: LME 535: Survey of Educational Technology Practices (3 hrs.) Not required for GSKyTeach students.	3
	Educational Psychology: PSY 510: Advanced Educational Psychology (3 hrs.) OR SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)	3
	Diversity & Classroom Management: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) OR SMED 520: Management for Positive Learning Environments (3 hrs.)	3
	Assessment: EDU 570: Educational Assessment for All Learners (3 hrs.) OR SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)	3
	Literacy Instruction: LTCY 510: Course title: Methods of Teaching Literacy to Adolescents (3 hrs.) OR SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)	3
	Research Skills: TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs.) OR SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hour)	3-4
	Content Methods Course: Program-specific content methods course approved by the advisor OR SMED 589 Science and Mathematics Education Internship Seminar (3 hours)	3
	Internship: EDU 589: Advanced Internship for the MAT (6 hours) OR SMED 590 Teacher Internship (8 hours)	6-8
	Electives: Advisor-approved content electives from the student's teaching discipline selected with advisor approval. Not required for GSKyTeach students. All others must take 6 hours.	0-6
	GSKyTeach students must complete a minimum of 30 total hours. All other students must complete a minimum of 36 total hours. EDU 589: Advanced Internship for the MAT, or SMED 590 Teacher Internship will serve as the capstone course, and the Teacher Work Sample portfolio will serve as the culminating assessment	

	for the program.	
	Program Total	**30-36 hours**

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

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs, including the alternate route to certification programs, should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the Alternative Route to Teacher Certification/Master of Arts in Education: Middle Grades/ Secondary will be moved and the name of the program under the MAT will be Middle Grades Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level. The separate admission requirements proposed for GSKyTeach students are consistent with the requirements created for this grant-funded pilot program.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. They will have been determined to possess the content knowledge of their certification areas through a review of their previous course work. . As in the current ARTC-MAE program, the courses needed by MAT students will be those designed to address students' lack of pedagogical knowledge and skills. Few changes in the existing course work are proposed (except for the GSKyTeach students). The proposed changes, which will result in an increase of up to 6 total program hours, include:
  - the addition of an educational technology course, an assessment course, and a literacy course;
  - substitution of EDU 522 Fundamentals of Differentiated Instruction for EXED 516 Exceptional Child: Perspectives and Issues;
  - an increase of 3-5 hours in the internship requirement;
  - deletion of EDU 501 and EDU 596; and
  - inclusion of a content methods course within the 9 hours of content course work.

The course work for GSKyTeach students is unchanged from what has been required since this program was initiated as a pilot program. All of the proposed curricular changes are intended to provide beginning teachers with the skills that they will need to be successful in the classroom.

5. **Proposed term for implementation and special provisions (if applicable):**
   - Fall 2012

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

School of Teacher Education: 10/14/2011

CEBS Curriculum Committee   11/01/2011

Professional Education Council   11/09/11

Graduate Council   04/12/2012

University Senate

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097

1.   **Identification of program:**
       1.1   Current program reference number: 103
       1.2   Current program title: Alternative Route To Teacher Certification/Master Of Arts In Education: Secondary Education
       1.3   Credit hours: 30

2.   **Identification of the proposed program changes:**
       •   Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
       •   Change the program title: Secondary Education for Initial Certification
       •   Revise admission requirements
       •   Revise curriculum

3.   **Detailed program description:**

CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math & Science) Or Secondary Education	PROPOSED PROGRAM Master of Arts in Teaching: Secondary Education for Initial Certification	

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at http://edtech.wku.edu/~teachsvs/alternate_route/index.htm.
 	
       A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.
	The MAT in Secondary Education for Initial Certification leads to initial teacher certification in secondary education (Grades 8-12, 5-12, or P-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent) in approved majors. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.
	    This program is appropriate for three groups of students: students admitted to GSKyTeach, WKU's cohort program for prospective mathematics and science teachers; students who qualify for Option 6 of Kentucky's Education Professional Standards Board's (EPSB) Alternate Routes to Teacher Certification; and other qualified post-baccalaureate students who have completed the equivalent of an undergraduate major in a certification area approved by Kentucky's EPSB for secondary certification (Grades 8-12, 5-12, or P-12).	

	Students are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.

Students who participate in the Alternate Route to Teacher Certification option must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about this Alternate Route to Teacher Certification may be found on the website for the Office of Teacher Services.

Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification option will qualify for a Statement of Eligibility for Certification. | |
| **Admission Requirements** | **Admission Requirements** | |
| **MAE Secondary Education (Alternate Route to Teacher Certification)**
1. Completion of content course work in the following: single subject for Secondary Education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics.

2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher;

3. Passing score on PRAXIS II exams on file before starting program;

4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program; | Applicants must meet one of the following:

MAT in Secondary Education for Initial Certification: Program Admission Criteria:
To be considered for admission, applicants must:
• Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution.
• Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses).
• Present a letter of application (including professional goals).
• Document a cumulative overall grade point average (GPA) of **2.75** or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work | |

5. Commitment of employment from a Kentucky school district before beginning program;

6. Meet the admission requirements identified by the respective content area;

7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area.

MAE Secondary Degree Requirements:
Required Professional Education Course Components –21 hours

Professional Development Component—6 hours
EDU 501 Seminar: Designing Professional Development Plan (2 hrs.)
EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.)
EDU 590 Advanced Internship (3 hrs.)

Educational Psychology Component—3 hours
PSY 511 Psychology of Learning OR
PSY 510 Advanced Educational Psychology

Curriculum Component—3 hours
EDU 520 Planning for Instruction

Strategies Component—3 hours
EDU 521 Implementing an Instructional Plan

Exceptional Education Component—3 hours
EXED 516 Exceptional Child: Perspectives and Issues

Research/Assessment Component—3 hours
EDFN 500 Research Methods

Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.

Total: 30 hours

(counting all course work, undergraduate or graduate).
- Submit the following documentation to satisfy partial criteria for admission to Professional Education: references, physical (including TB test), and signed code of ethics. In addition, they must meet standardized test requirements for admission to professional education.
- Provide qualifying Praxis II score(s), if applicable, in the desired certification area.

OR

GSKyTeach Program Admission Criteria:
Requirements to become a GSKyTeach candidate include the following:
- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75
- A GAP score [GRE – V + GRE – Q added to (GPA * 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 220.
- Submit program approved test scores acceptable by the EPSB
- A successful background check.
- A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).
- A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.
- A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.

Program Requirements: 30 - 36 hours
- Selection of specific courses requires advisor approval
- Enrollment in SMED courses is restricted to students admitted into the GSKyTeach program

	Introduction to Professional Education: EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) OR SMED 501: Designing Instructional Sequences in Secondary Math and Science (3 hrs.)	3

	Educational Technology: LME 535: Survey of Educational Technology Practices (3 hrs.) Not required for GSKyTeach students.	3
	Educational Psychology: PSY 510: Advanced Educational Psychology (3 hrs.) OR SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)	3
	Diversity & Classroom Management: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) OR SMED 520: Management for Positive Learning Environments (3 hrs.)	3
	Assessment: EDU 570: Educational Assessment for All Learners (3 hrs.) OR SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)	3
	Literacy Instruction: LTCY 510: Course title: Methods of Teaching Literacy to Adolescents (3 hrs.) OR SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)	3
	Research Skills: TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs.) OR SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hour)	3-4
	Content Methods Course: Program-specific content methods course approved by the advisor OR SMED 589 Science and Mathematics Education Internship Seminar (3 hours)	3
	Internship: EDU 589: Advanced Internship for the MAT (6 hours) OR SMED 590 Teacher Internship (8 hours)	6-8
	Electives: Advisor-approved content electives from the student's teaching discipline selected with advisor approval. Not required for GSKyTeach students. All others must take 6 hours.	0-6
	GSKyTeach students must complete a minimum of 30 total hours. All other students must complete a minimum of 36 total hours. EDU 589: Advanced Internship for the MAT, or SMED 590 Teacher Internship will serve as the capstone course, and the Teacher Work Sample portfolio will serve as the culminating assessment	

	for the program.	
	Program Total	**30-36 hours**

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

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs, including the alternate route to certification programs, should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the Alternative Route to Teacher Certification/Master of Arts in Education: Middle Grades/ Secondary will be moved and the name of the program under the MAT will be Secondary Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level. The separate admission requirements proposed for GSKyTeach students are consistent with the requirements created for this grant-funded pilot program.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. They will have been determined to possess the content knowledge of their certification areas through a review of their previous course work. . As in the current ARTC-MAE program, the courses needed by MAT students will be those designed to address students' lack of pedagogical knowledge and skills. Few changes in the existing course work are proposed (except for the GSKyTeach students). The proposed changes, which will result in an increase of up to 6 total program hours, include:
  - the addition of an educational technology course, an assessment course, and a literacy course;
  - substitution of EDU 522 Fundamentals of Differentiated Instruction for EXED 516 Exceptional Child: Perspectives and Issues;
  - an increase of 3-5 hours in the internship requirement;
  - deletion of EDU 501 and EDU 596; and
  - inclusion of a content methods course within the 9 hours of content course work.

The course work for GSKyTeach students is unchanged from what has been required since this program was initiated as a pilot program. All of the proposed curricular changes are intended to provide beginning teachers with the skills that they will need to be successful in the classroom.

5.   **Proposed term for implementation and special provisions (if applicable):**
- Fall 2012

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

School of Teacher Education: 10/14/2011

CEBS Curriculum Committee   11/01/2011

Professional Education Council   11/09/11

Graduate Council   04/12/2012

University Senate

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

Contact Person: Bill Kline, bill.kline@wku.edu, 270 745-4953

1. **Identification of program:**
   1.1 Current program reference number: 046
   1.2 Current program title: School Counseling
   1.3 Credit hours: 48

2. **Identification of the proposed program changes:**
   - Revise Application Process for the Department of Counseling and Student Affairs Master's Degree Program in School Counseling.
   - Correct departmental URLs.
   - Edit and revise content for clarity and accuracy.

3. **Detailed program description:**

Master of Arts in Education: School Counseling, Ref. # 046 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: *http://edtech.wku.edu/~counsel/programs.htm.* The School Counseling program reflects current ***national accreditation*** standards for the preparation of school counselors ***and the most contemporary model for school counseling***. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve. Application for admission to the MAE: School Counseling **The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications from certified teachers AND from applicants who are not certified as teachers Applications are reviewed once each year for admission the following fall semester.** (***Consult the Department website for the current application deadline).*** Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate	Master of Arts in Education: School Counseling, Ref. # 046 Program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: *http://www.wku.edu/csa/sc/index.php*. The School Counseling program reflects current ***Council for the Accreditation of Counseling and Related Educational Programs (CACREP)*** standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve. Application for admission to the MAE: School Counseling **Application deadline is April 15 each year for admission in the following fall semester.** (***Consult the Department website for the current application deadline).*** Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions **recommendations** based on applicants'

application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions ~~decisions~~ based on applicants' credentials and the interview assessment. ~~The application process is competitive with a limited number of openings available~~ on the main and off campus sites.

Application for admission requires three steps:

<u>Step 1</u>. Submit required materials to Graduate Studies.
<u>Step 2</u>. Apply for admission to the School Counseling Program. <u>Step 3</u>. If invited by the faculty, participate in an interview process on campus.
<u>Step 1</u>. Submit required materials to Graduate Studies

- ~~A.~~ Complete the online graduate application process found at the following address: *~~https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR~~*
- ~~B.~~ Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- ~~C.~~ Submit official transcripts of all post-secondary academic work. ~~All applicants must have a minimum overall GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours. Admission is competitive; the GPA listed above is the minimum.~~
- ~~D.~~ All applicants who hold a current valid teaching certificate must submit an official copy of their teaching certificate.
- ~~E.~~ Submit an official report of the Graduate Record Examination (GRE) *(including the analytic writing section)* directly to Graduate Studies.

Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

~~All applicants for the School Counseling Program are required to submit GRE scores. Minimum required scores are at least a Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5.. Admissions are competitive and these scores represent minimum acceptable scores.~~

- ~~F.~~ Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree

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credentials and the interview assessment. **The application process is competitive with a limited number of openings available.**

Application for admission requires three steps:

<u>Step 1</u>. Submit required materials to Graduate Studies.
<u>Step 2</u>. Apply for admission to the School Counseling Program. <u>Step 3</u>. If invited by the faculty, participate in an interview process on campus.
<u>Step 1</u>. Submit required materials to Graduate Studies

1. Complete the online graduate application process found at the following address: https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR&qtype=GR
2. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
3. Submit official transcripts of all post-secondary academic work.
4. All applicants who hold a current valid teaching certificate **in any state** must submit an official copy of their teaching certificate.
5. Submit an official report of **either** the Graduate Record Examination (GRE) *(including the analytic writing section)* **or the Miller Analogy Test directly to Graduate Studies.**
   Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.
6. Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

program in School Counseling.

Step 2 . Apply to the School Counseling Program.

The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the **specified materials** directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
    a. Discuss what it would mean to you to become a school counselor.
    b. Describe your personal characteristics that prepare you to become an effective school counselor.
    c. Discuss how you deal with your emotional reactions to events in your life.
    d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
    e. Briefly discuss how you deal with stressful events.
    f. Explain how your friends and family would describe the way you function in your relationships with them.
    g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.
2. A completed admission form ~~PDF | MS Word~~,
    a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
    b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check **prior to**

~~your application~~.) *Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.*

3. Three recommendations that use the Candidate Recommendation Form: PDF | MS Word
    a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.*
    b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this ~~person~~ an envelope in which they will seal the recommendation.
    c. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.

4. An unofficial copy of your transcripts and GRE scores.
5. A current vita
6. Mail your complete application portfolio to:
    Department of Counseling and Student Affairs
    School Counseling Program
    Western Kentucky University
    Gary A Ransdell Hall 2011
    1906 College Heights Blvd. #51031
    Bowling Green, KY 42101-***1031***
The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check **to be considered for admission**.) *Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.*

3. Three recommendations that use the Candidate Recommendation Form: http://www.wku.edu/csa/documents/admission/rec-forms.pdf **or** http://www.wku.edu/csa/documents/admission/rec-forms.docx
    a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.*
    b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which **she or he** will seal the recommendation.
    c. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.
4. An unofficial copy of your transcripts and GRE or **Miller Analogy Test** scores.
5. A current vita
6. Mail your complete application portfolio to:
    Department of Counseling and Student Affairs
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    Western Kentucky University
    Gary A Ransdell Hall 2011
    1906 College Heights Blvd. #51031
    Bowling Green, KY 42101-1031
The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

Step 3. If invited, participate in the on-campus interview process.

Step 3. If invited, participate in the on-campus interview process.

Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
1. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
2. Discussion of academic and professional goals.
3. Expectations of faculty.
4. Demonstration of interpersonal skills and insight into personal motivations.
5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment ~~and who are ranked high~~ following the interview assessment.

After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements—48 hours
The specific requirements for the MAE program in School Counseling are as follows:
CNS 550 Introduction to Counseling
CNS 551 Classroom Guidance
CNS 598 Research and Program Evaluation in Counseling
CNS 552 Testing and Assessment
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human Development
CNS 558 Counseling Theories
CNS 559 Techniques of Counseling
CNS 660 Administration of Counseling Services
CNS 568 Counseling Children and Adolescents

Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
1. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
2. Discussion of academic and professional goals.
3. Expectations of faculty.
4. Demonstration of interpersonal skills and insight into personal motivations.
5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment **and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.**
After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements—48 hours
The specific requirements for the MAE program in School Counseling are as follows:
CNS 550 Introduction to Counseling
CNS 551 Classroom Guidance
CNS 598 Research and Program Evaluation in Counseling
CNS 552 Testing and Assessment
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human Development
CNS 558 Counseling Theories
CNS 559 Techniques of Counseling
CNS 660 Administration of Counseling Services
CNS 568 Counseling Children and Adolescents
CNS 658 Seminar Guidance/Counseling
CNS 590 Practicum
CNS 595 Internship (6 hours)
Note: All students must pass a final comprehensive examination. Comprehensive examinations are

CNS 658 Seminar Guidance/Counseling CNS 590 Practicum CNS 595 Internship (6 hours) *Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:* ~~*http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm*~~.	*given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:* http://www.wku.edu/cebs/programs/graduate/comp_exams/index.php

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

- A recent review of state statutes found that initial certification for school counseling does not incorporate the state standards for initial teacher certification that were included in the current version of the school counseling admissions process. The proposed modification will align the school counseling admissions process with state requirements for initial certification in school counseling. This modification allows the admissions process in School Counseling to be consistent with other departmental programs' competitive admissions processes and the use of either the MAT or GRE.
- Correct URLs to enable applicants and potential applicants to find necessary information and forms.
- Copy edit for clarification and accuracy to minimize confusion and provide correct information.

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

   Fall 2012.

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

   Department of Counseling and Student Affairs: 1/11/2012

   CEBS Curriculum Committee   2/8/2012

   Professional Education Council   3/14/2012

   Graduate Council: 04/12/2012

   University Senate: _____

Gordon Ford College of Business
Department of Economics
Proposal to Revise a Program
(Action Item)

Contact Person: Dr. Michelle Trawick, michelle.trawick@wku.edu, 5-3397

1.   Identification of program:
        1.4   Current program reference number: 0410
        1.5   Current program title: Applied Economics
        1.6   Credit hours: 30

2.   Identification of the proposed program changes:

        -      Adjust GRE minimum to reflect new scoring
        -      Adopt university language competency minima

3.   Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
Minimum undergraduate GPA of 2.75 (4.0 scale) and a minimum GRE score of 900. Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis.	Minimum undergraduate GPA of 2.75 (4.0 scale) and minimum GRE Quantitative score of 147 on 170 point scale (or 570 on of 800 point scale). Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis.
All applicants from non-English speaking countries are required to take the TOEFL. A minimum score of 79 on the iBT TOEFL is required for admission.	Adopt university TOEFL/IELTS minimum standards.

4. Rationale for the proposed program change:

A new GRE minimum is proposed because of changes in scoring of the GRE to a 170 point basis rather than 800. The change from using a combined score to a minimum for the quantitative section reflects the increased quantitative emphasis of the program based on curricular changes in 2010. These changes were implemented due to feedback from student employment opportunities.

The program had originally adopted a minimum of 79 for the internet-based TOEFL for international students. There are several other TOEFL formats, and the IELTS is now an alternative and widely used test which WKU accepts. The minimum entry standard for the university (a minimum of 550 on the written TOEFL, a minimum of 213 on the computerized TOEFL, a minimum of 79 on the internet TOEFL, or a minimum of 6.5 on the IELTS) is sufficient.

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

        Fall 2012.

6.   Dates of prior committee approvals:

        Department of Economics   2/1/2012

        GFCB Graduate Council   2/13/2012

        WKU Graduate Council   <u>04/12/2012</u>

        University Senate   _____

Attachment: Program Inventory Form

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise A Program
(Action Item)

Contact Person: A. Mark Doggett   mark.doggett@wku.edu   745-6951
1.   **Identification of program:**
        1.1   Current program reference number: 0447
        1.2   Current program title: Engineering Technology Management
        1.3   Credit hours: 30 plus 3 hr. University research tool course

2.   **Identification of the proposed program changes:**
        • Revise the admissions requirements for the program

3.   **Detailed program description:**

Old Admission Requirements	Proposed Admission Requirements
1. Bachelor's degree from an accredited college or university (undergraduates may apply one semester prior to graduation). 2. Submission of official transcripts. 3. Meet the admission requirements of the WKU Office of Graduate Studies and Research. 4. Completion of the GRE. 5. Along with University requirements, the program requires prospective students to have 4,000 documented hours (approximately two years) of industrial experience in their technical field.	1. Bachelor's degree from an accredited college or university (undergraduates may apply one semester prior to graduation) 2. Submission of official transcripts. **3. Completion the Graduate Record Exam (GRE), GMAT or equivalent.** **4. A one or two page statement of purpose regarding the intentions for obtaining the degree and future career goals that would be supported by the degree.** **5. A professional resume or vita.** **International students may apply for full acceptance into the program by completing the above and providing evidence of an ability to communicate effectively in English.** **International students may apply for conditional admission through one of the following:** **1. Complete English as a Second Language Institute (ESLI) and the GRE.** **2. Complete the Navitas Pre-Masters Program (PMP) for Engineering Technology Management.**

4.   **Rationale for the proposed program change:**
        A large percentage of applicants to the MSETM program are either non-traditional students with extensive work experience or international students. Non-traditional students with considerable work and life experience do not fit the traditional model for undergraduate grade point average, but bring applied

business and industry expertise. International students do not have the work experience, but often have extensive research experience. Removing the required work experience will allow students to matriculate from an undergraduate degree directly into the master's program.

The current University admission requirements one-size-fits-all approach is not compatible with the varied population of students who apply to this program. A minimum score or GAP for the GRE is not a valid measure for success in this program. However, completion of the GRE indicates a desire to perform at the graduate level, but is only one of many indicators that will be reviewed by the graduate faculty.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall 2012

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

AMS Department: 3/16/12

OCSE Graduate Curriculum Committee 3/22/12

Graduate Council 04/12/2012

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 12 March 2012

Ogden College of Science and Engineering
Department of Biology
Proposal to Revise A Program
(Action Item)

Contact Person: Larry Alice, lawrence.alice@wku.edu, 745-7029

1.   **Identification of program:**
        1.1   Current program reference number: # 056
        1.2   Current program title: Master of Science in Biology
        1.3   Credit hours: 30

2.   **Identification of the proposed program changes:**
        •   Define minimum acceptable score (equivalent to 1050 on old exam) for new version of GRE (300 proposed)
        •   Move BIOL 601 - Internship in College Instruction (1 cr hr) from core requirements to electives

3.   **Detailed program description:**

Current Program Description	Proposed Program Description
Admission Requirements	**Admission Requirements**
In addition to Graduate Studies requirements, the Department of Biology requires the following:	In addition to Graduate Studies requirements, the Department of Biology requires the following:
• Bachelors degree in biology or equivalent including supporting courses in science and mathematics	• Bachelors degree in biology or equivalent including supporting courses in science and mathematics
• Undergraduate GPA ≥ 3.0 (on a 4.0 scale)	• Undergraduate GPA ≥ 3.0 (on a 4.0 scale)
• GRE general score (quantitative + verbal) ≥ 1050 or equivalent and analytical writing score of ≥ 3.5. If the GRE has not been taken previously, exam scores from the MCAT (≥ 24) or DAT (≥ 16) may be substituted.	• GRE general score (quantitative + verbal) **≥ 300 if taken on or after August 1, 2011 or ≥ 1050 if taken prior to August 1, 2011,** and analytical writing score of ≥ 3.5. If the GRE has not been taken previously, exam scores from the MCAT (≥ 24) or DAT (≥ 16) may be substituted.
• A biology graduate faculty member must be willing to serve as advisor before a student is admitted to the program.	• A biology graduate faculty member must be willing to serve as advisor before a student is admitted to the program.
• Three letters of reference	• Three letters of reference
• As part of the graduate application, prospective students must include a statement of purpose, in which the applicant must specify the program to which they are applying, indicate their academic and career interests, and summarize relevant experiences.	• As part of the graduate application, prospective students must include a statement of purpose, in which the applicant must specify the program to which they are applying, indicate their academic and career interests, and summarize relevant experiences.
Exceptions to possessing a Biology degree may be made for students with undergraduate degrees in biology-related areas. Examples include, but are not limited to the following: agriculture, bioinformatics, biotechnology, botany, ecology, evolution, horticulture, microbiology, natural resource management, zoology. However, additional courses may be required and will be determined by the student's graduate advisory committee (or graduate advisor for online program students).	Exceptions to possessing a Biology degree may be made for students with undergraduate degrees in biology-related areas. Examples include, but are not limited to the following: agriculture, bioinformatics, biotechnology, botany, ecology, evolution, horticulture, microbiology, natural resource management, zoology. However, additional courses may be required and will be determined by the student's graduate advisory committee (or graduate advisor for online program students).

Degree Requirements-30 hours minimum

  The M.S. in Biology program offers thesis and non-thesis plans. Thesis options (Plan A) comprise Biology, Biochemistry, and Environmental Science. Non-thesis options (Plan B) comprise online, traditional in-residence, and Peace Corps Master's International.

Biology Core Requirements (9-12 hours)
  BIOL 500 - Introduction to Graduate Study and Research (3 hrs, first term)
  BIOL 598 - Graduate Seminar (2 hrs)
  BIOL 601 - Internship in College Instruction (1 hr)
  BIOL 599 - Thesis Research and Writing (6 hrs, Plan A) *OR* BIOL 516 Investigations in Biology for non-thesis students (3 hrs, Plan B)

Electives (18-21 hours)
  Coursework will be determined by the student's graduate advisory committee (or graduate advisor for online program students).

Biochemistry Option - Thesis (18-26 hours)
Biology core requirements - Plan A **plus**
  BIOL 446G - Biochemistry or equivalent (3 hrs)*
  BIOL 447G - Biochemistry Lab or equivalent (2 hrs)*
  BIOL 467G - Biochemistry II or equivalent (3 hrs)*
  BIOL 535 - Analytical Biochemistry (3 hrs)
  BIOL 562 - Advanced Biochemistry (3 hrs)

*Students who have completed any of these courses for undergraduate credit will satisfy the requirement(s) and complete the elective(s) in its/their place.

Electives (**4**-12 hours)
  Coursework will be determined by the student's graduate advisory committee.

Environmental Science Option - Thesis (21 hours)
Biology core requirements - Plan A **plus**
  BIOL 506 - Environmental Seminar (3 hrs)
  BIOL 543 - Environmental Science Concepts (3 hrs)
  BIOL 587 - Environmental Law (3 hrs)

Electives (9 hours)
  Coursework will be determined by the student's graduate advisory committee.

Peace Corps Master's International Option - Non-Thesis (14 hours)
Biology core requirements - Plan B **plus**
Leadership Studies core requirements
  LEAD 500 - Effective Leadership Studies (3 hrs, first term)
  LEAD 600 - Capstone Leadership Experience (2 hrs, last term)

Degree Requirements-30 hours minimum

  The M.S. in Biology program offers thesis and non-thesis plans. Thesis options (Plan A) comprise Biology, Biochemistry, and Environmental Science. Non-thesis options (Plan B) comprise online, traditional in-residence, and Peace Corps Master's International (32 hours required for both the M.S. in Biology and Graduate Certificate in Leadership Studies).

Biology Core Requirements (**8-11** hours)
  BIOL 500 - Introduction to Graduate Study and Research (3 hrs, first term)
  BIOL 598 - Graduate Seminar (2 hrs)
  BIOL 599 - Thesis Research and Writing (6 hrs, Plan A) *OR* BIOL 516 Investigations in Biology for non-thesis students (3 hrs, Plan B)

Electives (**19-22** hours)
  Coursework will be determined by the student's graduate advisory committee (or graduate advisor for online program students).

Biochemistry Option - Thesis (17-25 hours)
Biology core requirements - Plan A **plus**
  BIOL 446G - Biochemistry or equivalent (3 hrs)*
  BIOL 447G - Biochemistry Lab or equivalent (2 hrs)*
  BIOL 467G - Biochemistry II or equivalent (3 hrs)*
  BIOL 535 - Analytical Biochemistry (3 hrs)
  BIOL 562 - Advanced Biochemistry (3 hrs)

*Students who have completed any of these courses for undergraduate credit will satisfy the requirement(s) and complete the elective(s) in its/their place.

Electives (**5-13** hours)
  Coursework will be determined by the student's graduate advisory committee.

Environmental Science Option - Thesis (20 hours)
Biology core requirements - Plan A **plus**
  BIOL 506 - Environmental Seminar (3 hrs)
  BIOL 543 - Environmental Science Concepts (3 hrs)
  BIOL 587 - Environmental Law (3 hrs)

Electives (**10** hours)
  Coursework will be determined by the student's graduate advisory committee.

Peace Corps Master's International Option - Non-Thesis (19 hours)
Biology core requirements - Plan B **plus**
Leadership Studies Certificate core requirements
  LEAD 500 - Effective Leadership Studies (3 hrs, first term)
  LEAD 600 - Capstone Leadership Experience (2 hrs,

Leadership Studies Categorical Electives (6 hours)
   Ethics and Social Responsibility course (3 hrs)
   Human Relations course (3 hrs)
 	
Electives (10 hours)
   Coursework will be determined by the student's graduate advisory committee.
 	
   **A maximum of 12 hours may be applied toward two graduate programs.
	last term)
	
	Leadership Studies Certificate Categorical Electives (6 hours)
	   Ethics and Social Responsibility course (3 hrs)
	   Human Relations course (3 hrs)
	
	Electives (**13** hours)
	   Coursework will be determined by the student's graduate advisory committee.
	
	   **A maximum of 12 hours may be applied toward two graduate programs.

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

- Define minimum acceptable score (equivalent to 1050 on old exam) for new version of GRE (300 proposed)

  Prior to the change in GRE format, the Department of Biology used a combined 1050 GRE score as a minimum criterion for acceptance of graduate students. As the absolute minimum GRE score was 400 in the old format, and the absolute maximum was 1600, a score of 1050 represented a 54% achievement of possible points. If a student scored at the 50th percentile (630) in the quantitative section of the old format and at the 50th percentile (450) of the verbal section, this person would have a combined score (1080) just above the minimum allowable score. Under the new format, the absolute minimum combined score is 260 and the absolute maximum is 340. A 54% achievement of possible points is a score of 303. Based on current percentiles, 50th percentile scores are 150 and 151 for the quantitative and verbal sections, respectively. The 301 combined score for a student scoring in the 50th percentile in both sections is actually lower than the 303 score that is expected with 54% achievement of points, suggesting a slight difference in the rigor of the two exam formats. Based on these observations, the Department of Biology proposes a combined score of 300 as a minimum criterion. This score is a little lower than projections based on achievement and rank – compared to the old format – based on current data. However, since acquisition of data under the new format has only recently begun, the conservative choice of 300 will not preclude consideration of borderline students, until a better sense of aptitude based on GRE scores can be developed.

- Move BIOL 601 - Internship in College Instruction (1 cr hr) from core requirements to electives

  BIOL 601 was created so that all of our in-residence students gained teaching experience, including those not supported by graduate teaching assistantships. As enrollment in our program has increased, including a substantial number of online participants, we have determined that this course is no longer appropriate for all students. Given that most on campus biology graduate students are supported by TAs, we no longer need to require this class. Students may still enroll in this course as an elective in their degree program.

5. **Proposed term for implementation: Fall 2012**

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

   Biology Department: _16 March, 2012____

   OCSE Graduate Committee   _23 March 2012____

   Graduate Council   04/12/2012

   University Senate   _____

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise a Program
(Action Item)

Contact Person: Guangming Xing, guangming.xing@wku.edu, 5-8848

1. **Identification of program:**
    1.1 **Reference number**: 117
    1.2 **Current program title:** Master of Science in Computer Science
    1.3 **Credit hours**: 30

2. **Identification of the proposed changes**:
    - Revises the admission criteria to a minimum 3.0/4.0 undergraduate grade point average and a minimum GRE score of 290 with the quantitative reasoning score being 148 or better.

3. **Detailed program description**:

Current Program	Proposed Program
Admission Requirements	Admission Requirements
Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of 2500. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems. An applicant without a GRE score from Navitas may admitted if the applicant satisfies the following criteria: - Completion of the courses required by Navitas with a GPA of 3.0 or higher. - The applicant has a baccalaureate degree in Computer Science, Computer Engineering, Information Systems, Electrical Engineering, Mathematics, or Statistics from an accredited university. - The applicant has no more than three deficiency courses as defined in the general admission criteria. The department has the right to assess course deficiencies for the applicants admitted to our program. Course deficiencies are based on the academic transcript.	**Admission requirements include a minimum 3.0/4.0 undergraduate grade point average and a minimum combined (V+Q) GRE score of 290, with the quantitative reasoning score being 148 or better and a verbal score that adheres to the university minimum.** In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems. An applicant without a GRE score from Navitas may admitted if the applicant satisfies the following criteria: - Completion of the courses required by Navitas with a GPA of 3.0 or higher. - The applicant has a baccalaureate degree in Computer Science, Computer Engineering, Information Systems, Electrical Engineering, Mathematics, or Statistics from an accredited university. - The applicant has no more than three deficiency courses as defined in the general admission criteria. The department has the right to assess course deficiencies for the applicants admitted to our program. Course deficiencies are based on the academic transcript.
Core Courses	Core Courses
CS 445G	CS 445G

CS 530 CS 543 CS 549 CS 560	CS 530 CS 543 CS 549 CS 560
Research Tool Requirement	Research Tool Requirement
The research tool must be met by successful completion of CS 500 Research Methods and Projects.	The research tool must be met by successful completion of CS 500 Research Methods and Projects.
Elected Courses	Elected Courses
Five elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted.	Five elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted.
Concentration	Concentration
Students may elect the "net-centric" concentration. Students who choose the "net-centric" concentration must take CS 450G and six more credit hours from CS 550 (repeatable for six credit hours) and CS 570.	Students may elect the "net-centric" concentration. Students who choose the "net-centric" concentration must take CS 450G and six more credit hours from CS 550 (repeatable for six credit hours) and CS 570.
Program Total 30 hours	Program Total 30 hours

4. Rationale for proposed program revisions:
The proposed admission criteria address the new scoring scale using by ETS for GRE. The higher GPA and quantitative reasoning GRE score will ensure that the quality of the incoming student is appropriate for our program.

5. **Proposed term for implementation**: Fall 2012

6. Dates of prior committee approvals:

Mathematics and Computer Science Department: ___Feb 21 2012_____

Ogden College Graduate Committee   ___March 23, 2012____

Graduate Council   04/12/2012

University Senate   _____

Potter College of Arts & Letters
Department of Music
Proposal to Revise A Program
(Action Item)

Contact Person: Robyn Swanson, robyn.swanson@wku.edu; 745-5925

1. **Identification of program:**
   1.1 Current program reference number: 0439
   1.2 Current program title: Music Education for Teacher Leaders
   1.3 Credit hours: 30-37 hrs.

2. **Identification of the proposed program changes:**
   - Change program title to Music
   This program will have 4 concentrations:
   1. Music Education/Teacher Leader (MUTL)
   2. Conducting/Teacher Leader (MUCT)
   3. Conducting (MUCN)
   4. Pedagogy (MUPD)

   - Remove the following TCHL courses from the music education and the
   Conducting Teacher Licensure Rank-Change Concentration   s
   TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
   TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
   TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
   TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
   TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
   TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

   - Decrease the program credit hours from 30-37 to 30-36.
   - Add MUS 509 and MUS 514 as required music education courses to the Conducting/Teacher Leader concentration
   - Move MUS 518: Conducting course from Level 1 to the conducting/music education requirements of the Conducting/Teacher Leader concentration
   - Choral emphasis students within both Conducting concentrations will be required to take 6 hours of MUS 519: Conducting Seminar, whereby Instrumental emphasis students will be required to take 3 hours of MUS 519: Conducting Seminar
   - Add MUS 625: Graduate Capstone Project (Action Research Project) or TCHL 560: Action Research for Teacher Leaders in Professional Education Core, Level 1, Music Education/Teacher Leader and Conducting/Teacher Leader
   - Add MUS 511: Research Methods in Music or TCHL 520: Principles of Action Research for Teacher Leaders

3.   Detailed program description:

Program Description (Current)	Program Description (Proposed)
1. The Master of Music graduate program has four areas of concentration: Music Education, Conducting for teacher licensure rank change, Conducting for non-teacher licensure rank change or Pedagogy. These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.	1. The Master of Music graduate program has four areas of concentration: **Music Education/Teacher Leader, Conducting/Teacher Leader, Conducting and Pedagogy.** These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.
The music education and conducting (teacher licensure rank change option) concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth of Kentucky. Graduates in the pedagogy specialization would meet requirements for national certification through the Music Teachers National Association (MTNA).	The **Music Education/Teacher Leader and Conducting/Teacher Leader** concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth of Kentucky. Graduates in the Pedagogy concentration would meet requirements for national certification through the Music Teachers National Association (MTNA).
Admission Requirements:	Admission Requirements:
University Admission Requirements: 1. Baccalaureate degree in music 2. Applicants who are alumni of WKU teacher preparation programs seeking the music education and conducting teacher licensure rank-change concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, or Vocal, or Instrumental). 3. Candidates who are alumni of WKU baccalaureate music degree programs seeking non-teacher licensure rank-change concentrations (conducting and pedagogy) must submit an application. 4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable.	*University Admission Requirements:* 1. Baccalaureate degree in music 2. Applicants who are alumni of WKU teacher preparation programs seeking the **Music Education/Teacher Leader and Conducting/Teacher Leader** concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, Vocal, or Instrumental). 3. Candidates who are alumni of WKU baccalaureate music degree programs seeking the Conducting and Pedagogy concentrations must submit an application. 4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable.

Department of Music Admission Requirements:
   1) Prior to entrance: Audition on primary instrument or voice
   2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history
	Department of Music Admission Requirements:
	1) Prior to entrance: Audition on primary instrument or voice
	2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history

Music Core: Required for all 4 concentrations: 12 hrs. (Level 2 content core for the music education/conducting teacher licensure rank change programs)
MUS 500: Theory   3 hrs.
MUS 530: Music Literature   3 hrs.
MUS 511: Research Methods in Music
3 hrs.
  Or TCHL 560: Action Research for   Teacher Leaders
MUS 525: Music and Human Experience
3 hrs.

1. Music Education Teacher Licensure Rank-Change Concentration: 12-19 hrs.
(Level 1) Professional Music Education Core
Required music education courses (9 hours)
MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)
MUS 514 – Secondary Music Curriculum (3 hours)
MUS 625: Capstone Project (To be completed as an exit requirement.) (3 hours)

Professional Education Courses 3-10 hours
*TCHL 500 – Foundations of Teacher Leadership (3 hours)
Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required.
TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
*(Required the first semester of admission to the program.)

Elective Hours: (6)
Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hour MUS 512 workshop is required for the music education concentration and

Music Core: Required for all 4 concentrations: 12 hrs. (Level 2 content core for the **Music Education/Teacher Leader and Conducting/Teacher Leader**)
MUS 500: Theory   3 hrs.
MUS 530: Music Literature   3 hrs.
MUS 511: Research Methods in Music   3 hrs.
  Or TCHL 520: Principles of Action Research for Teacher Leaders
MUS 525: Music and Human Experience   3 hrs.

Music Elective Hours for all concentrations:
MUS 513: Directed Ind. Study   3 hrs.
MUS 518: Advanced Conducting   3 hrs.
MUS 538: Directed Ind. Study   3 hrs.
MUS 553: Applied Principal   2 hrs.
MUS 550: Applied Music Secondary   1 hr.
Performing Ensemble   1 hr.
selected from: MUS 540, 541, 544, 545, 547, 548, 549, 571 or 574

1. Music Education/Teacher **Leader Concentration**:12 hrs.
(Level 1) Professional Education Core
*TCHL 500 – Foundations of Teacher Leadership (3 hours)
(Required the first semester of admission to the program.)
MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)
MUS 514 – Secondary Music Curriculum (3 hours)
MUS 625: **Graduate** Capstone Project (Action Research Project, an exit requirement) (3 hours) or **TCHL 560: Action Research for Teacher Leaders**

*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the TCHL 558 course. Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 540, 544, 548, 550, 554, and 558. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The music education critical performances are loaded in the unit's accountability system (E-PASS).

MUS 519: Conducting Seminar is required for the conducting concentration.

2. Conducting Teacher Licensure Rank-Change Concentration: 12-19 hrs.
(Level 1) Professional Music Education Core Required music education courses (9 hours)

MUS 518: Conducting (3 hours)
Either MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)
 or MUS 514 – Secondary Music Curriculum (3 hours)
MUS 625: Capstone Project either Conducting or the Music Education (To be completed as an exit requirement.) (3 hours)

Professional Education Courses 3-10 hours
TCHL 500 – Foundations of Teacher Leadership (3 hours)
Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required.
TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
*(Required the first semester of admission to the program.)

Elective Hours: (6)
Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hours MUS 512 workshop is required for the music education concentration and MUS 519: Conducting Seminar is required for the conducting concentration. MUS 519 may be taken for a total of 6 hours.
Total teacher licensure rank change program hours: 30-37

3. Conducting for non-teacher licensure rank change concentration: 12hrs.
MUS 518: Advanced Conducting 3 hrs.
MUS 519: Conducting Seminar 3-6 hrs.
Ensemble   1 hr.
Applied Lessons in conducting   2 hrs.
MUS 625: Capstone Project   3 hrs.

Elective Hours: (6)
Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies, etc. **MUS 512 is a required course. Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554.**
Total Music Education/Teacher Leader hours: 30

2. Conducting/**Teacher Leader** Concentration:
(Please refer to the Music Education concentration for Level 1 Professional Education Core Requirements, 12 hrs.).
Conducting/Teacher Leader Requirements:
(9-12 hours)
MUS 518: Conducting (3 hours)
MUS 519: Conducting Seminar (3 to 6 hours)
Choral Emphasis: 6 hours
Instrumental Emphasis: 3 hours
 MUS 512: Music Education Workshop (3 hours)
Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554
Total Conducting/Teacher Leader hours: 33-36

Elective Hours: (6)
Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. MUS 519 may be taken for a total of 6 hours.
Total Program hours: 30 hours
 	
4. Pedagogy Concentration: 12 hrs.
(Leads to MTNA National Certification)
MUS 520: Advanced Pedagogy   3 hrs.
MUS 513: DIS in Pedagogy   3 hrs.
Ensemble   1 hr.
Applied Lessons   2 hrs.
MUS 625: Capstone Project   3 hrs.
 	
Elective Hours: (6)
Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc.
Total Program hours: 30 hrs.
 	
Program Exit Requirements:
1. Comprehensive Capstone Project: MUS 625
Conducting: Conducting project and program notes
Music Education: Action Research Project
Pedagogy: Lecture recital and corresponding research paper
2. Oral comprehensive exam
A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.
	3. **Conducting Concentration**: 12 hrs.
	MUS 518: Advanced Conducting 3 hrs.
	MUS 519: Conducting Seminar 3-6 hrs.
	  Choral Emphasis: 6 hours
	  Instrumental Emphasis: 3 hours
	Ensemble 1 hr.
	Applied Lessons in conducting 2 hrs.
	MUS 625: **Graduate** Capstone Project 3 hrs.
	
	Elective Hours: (6)
	Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. MUS 519 may be taken for a total of 6 hours.
	Total Program hours: 30-33 hours
	
	4. Pedagogy Concentration: 12 hrs.
	(Leads to MTNA National Certification)
	MUS 520: Advanced Pedagogy 3 hrs.
	MUS 513: DIS in Pedagogy 3 hrs.
	Ensemble 1 hr.
	Applied Lessons 2 hrs.
	MUS 625: **Graduate** Capstone Project 3 hrs.
	
	Elective Hours: (6)
	Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc.
	Total Program hours: 30 hrs.
	
	Program Exit Requirements:
	1. **Graduate** Capstone Project: MUS 625
	Conducting and Conducting/Teacher Leader: Conducting project and program notes
	Music Education/Teacher Leader: Action Research Project
	Pedagogy: Lecture recital and corresponding research paper
	2. Oral comprehensive exam

	A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.

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

The Kentucky Education Professional Standards Board (ESPB) approved the Music Education/Teacher Leader concentration with embedded and shared Teacher Leader course work.   To comply with the Kentucky EPSB approved Music Education/ Teacher Leader concentration course work, the Conducting/Teacher Leader concentration increased by 3-6 hours. For the Conducting concentration, the variable hours reflect if the candidate is required to take 6 hours of MUS 519: Conducting Seminar.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2012 (Implementation date is flexible depending on accreditation agency approval.)

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

Department of Music Graduate Faculty: March 20, 2012

PCAL Curriculum Committee   April 5, 2012

Professional Education Council   _4/11/2012_____

Graduate Council   04/12/2012

University Senate   _____

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

Contact Person: Eve Main, eve.main@wku.edu, 745-3489

1.   **Identification of program:**
        1.1   Current program reference number: 0449
        1.2   Current program title: Family Nurse Practitioner Certificate
        1.3   Credit hours: 17

2.   **Identification of the proposed program changes:** NURS 550 - Primary Care: Children and Adolescents was replaced with NURS 546 Primary Care of Infant, Child & Adolescent and NURS 547 Primary Care of Infant, Child, & Adolescent (clinical). NURS 552 Primary Care Adults was replaced with NURS 548 Primary Care of Adults and NURS 549 Primary Care of Adults (clinical).

3.   **Detailed program description:**

Current Curriculum/Credit Hours		Proposed Curriculum/Credit Hours	
NURS 508 Advanced Professional Issues -	1	NURS 508 Advanced Professional Issues -	1
NURS 509 Practice Management -	1	NURS 509 Practice Management -	1
NURS 550 Primary Care: Children and Adolescents -	**5**	**NURS 546 Primary Care of Infant, Child & Adolescent–**	**3**
		NURS 547 Primary Care of Infant, Child & Adolescent (Clinical) –	**2**
NURS 552 Primary Care Adults -	**5**	**NURS 548 Primary Care of Adults –**	**3**
		NURS 549 Primary Care of Adults(Clinical) –	**2**
NURS 554 Primary Care Internship -	5	NURS 554 Primary Care Internship -	5
Total Credit Hours:	**17**	**Total Credit Hours:**	**17**

4.   **Rationale for the proposed program change:** NURS 550 and NURS 552 were replaced in the Master of Family Nurse Practitioner program with NURS 546, 547, 548, & 549. These courses were revised to separate the didactic and clinical portion of the courses.

5.   **Proposed term for implementation:**   Fall 2012

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

        MSN Committee/Department of Nursing   March 1, 2012

        CHHS Graduate Curriculum Committee   _3/19/2012__

        WKU Graduate Council   04/12/2012

        University Senate   _____

Attachment: Program Inventory Form

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, Assistant to the Dean, CEBS

DATE: 02/09/12

SUBJECT: Deletion of endorsement codes for Certification-only in Counseling, Ref. #159

Following a review of the certification codes attached to Certification-only in Counseling, Ref. #159, we have discovered the need to delete the codes for two endorsements that were eliminated by the state several years ago and no longer exist. For a few years the state still accepted recommendations for these old endorsement programs, but we have been recently notified that the state will no longer accept any recommendation for these two endorsement programs. Therefore, because the following endorsements are no longer available, the codes associated with them should be deleted:

SCE – School Counseling Elementary
SCS – School Counseling Secondary

CEBS Curriculum Committee   _____2/28/12_____

Professional Education Council   _____3/14/12_____

Graduate Council   _____4/19/12_____

University Senate   _____

College of Health & Human Services
School of Nursing
Proposal to Delete a Program Concentration
(Consent Item)

Contact Person: Beverly Siegrist, 53490, beverly.siegrist@wku.edu

1.   **Identification of program:**
        1.1   Program reference number: 149
        1.2   Program title: MSN: Occupational Health Nurse
        1.3   Credit hours: 44

2.   Rationale for the program deletion: This concentration was planned in collaboration with the University of Cincinnati (UC). No students have enrolled in this concentration in the past 5 years. No current nursing faculty are credentialed to teach or supervise students in this concentration. The UC curriculum has changed and it would require a concentration revision to offer this specialty.

3.   Effect on current students or other departments, if known: No effect. No students are enrolled or have requested information on this concentration.

4.   Proposed term for implementation: Fall 2012

5.   Dates of prior committee approvals:

        Graduate Committee, School of Nursing: _3/1/2012_____

        CHHS Graduate Curriculum Committee   _3/19/2012_____

        Graduate Council   04/12/2012

        University Senate   _____