GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: May 2013
FROM: Graduate Studies and Research
(270) 745-2446

The Graduate Council submits the following items from the **April 11, 2013** meeting for consideration.

Information Items:

I. Revise a Program
121 School Administration, Instructional Leader, School Principal, All Grades (Rank I)
131 School Administration, Instructional Leader, School Principal, All Grades (Certification Only)

II. Revise a Policy
Expiration of Courses and Programs Leading to Professional Education Certification

III. Change Course Prefix
FACS to HMD 581, 583, 584, 586, 587

IV. Graduate Council Plus/Minus Grading Recommendation

Consent Items:

I. Suspend a Course
MATH 509 History of Modern Mathematics
FLK 566 Oral History
FLK 570 Appalachian Folklore and Folklife

II. Delete a Course
ID 573 Instructional Performance and Task Analysis
ID 581 Ethical and Legal Issues in Instructional Design
CNS 563 Counseling Adults
CNS 564 Counseling the Elderly
CNS 565 Elementary Guidance Services
CNS 566 Secondary Guidance Services
CNS 573 Leadership in Student Affairs
CNS 575 Administration of Student Affairs
CNS 576 Technology in Student Affairs
CNS 661 Introduction to Rehabilitation Counseling
CNS 662 Seminar Disability and Rehab. Counseling
ENV 460G Industrial Environment Management
ENV 480G Hazard and Solid Waste
HCA 584 Health Policy and Planning
PH 460G School and Community Health Workshop
PH 462G Folklore and Medicine
PH 463G Consumer Health
PH 466G Clinical Health Education
PH 469G Critical Issues in Health and Safety
PH 545 Health Education Curriculum
PH 579 Solid and Hazardous Wastes
PH 590 Public Health Law
SFTY 470G Driver Education and Traffic Safety II
SFTY 471G Advanced Studies in Driver Education
SFTY 530 Independent Investigation in Community Health
SFTY 570 School and Community Safety

BA 507 Managerial Marketing
BA 509 Managerial Finance
BA 533 Managing Database Applications
BA 541 Survey of Public Finance
BA 550 Bank Management
MATH 523 Topics from Geometry
ANTH 430G Kentucky Archaeology
FLK 446G Restoration of Historic Interiors
FLK 447G History of Architecture Interiors III
FLK 574 Urban Folklore

III. Revise a Course Catalog Listing
ID 577 Management of Instructional Systems
CNS 550 Introduction to Counseling

IV. Revise a Course Title
ID 587 Issues and Problems in ID
CNS 582 Sex Therapy
CNS 583 Marriage Therapy

Action Items:

I. Multiple Revisions to Course
CNS 560 Professional Studies in Counseling and Marriage and Family Therapy
CNS 591 Mental Health Counseling/Marriage and Family Therapy Practicum
CNS 596 Mental Health Counseling/Marriage and Family Therapy Internship
ID 570 Principles of Instructional Design
ID 583 Training Materials
ID 585 Distance Delivery Systems
ID 590 Practicum in Instructional Design
ID 595 Advanced Instructional Design Studio

II. Create a New Course
ID 560 Instructional Design Foundations
ID 572 Performance Improvement in the Workplace
ID 575 Special Topics in Instructional Design
ID 588 Multimedia Design
BA 536 Metrics in Sustainability
BA 537 Sustainability and Social Entrepreneurism

III. Revise a Program
0418 Instructional Design Certificate
0428 Master of Science in Instructional Design
043 Master of Arts in Education: Counseling
0433 Master of Arts in Education: Elementary Education for Teacher Leaders
0434 Master of Arts in Education: Middle Grades Education for Teacher Leaders
0435 Master of Arts in Education: Secondary Education for Teacher Leaders
0457 Master of Arts in Education: Special Education for Teacher Leaders: LBD
083 Master of Science in Library Media Education
069 Master of Arts in Folk Studies

IV. Create a New Program
Environmental and Occupational Health Science

V. Revise a Policy
Graduate Catalog definition of 400G courses

Proposal Date:02/26/2013

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item; Information Item after PEC approval)

Contact Person: Tony Norman, tony.norman@wku.edu, (270) 745-3061

1. Identification of program:

1.1 Current program reference number: 121
1.2 Current program title: School Administration, Instructional Leader, School Principal, All Grades (Rank I)
1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Deletion of one prerequisite course
- Change of courses from prerequisites to deficiencies
- Delete a paragraph with incorrect information about the program.

3. Detailed program description:

Current Program	Proposed Program
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades. The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree. Admission Requirements 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher on all graduate work; 4. Complete a program admission packet requiring: (a) Letters of reference (b) Professional portfolio (c) Prerequisite course assessments (d) School district agreement of support; 5. Be recommended based on an interview with district practitioners and department faculty. Program Requirements A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades. The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree. Admission Requirements 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher on all graduate work; 4. Complete a program admission packet requiring: (a) Letters of reference (b) Professional portfolio (c) ~~**Prerequisite**~~ **Deficiency** course assessments (d) School district agreement of support; 5. Be recommended based on an interview with district practitioners and department faculty. Program Requirements A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree

have previously completed a master's degree program, which would qualify for Rank II salary classification. Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development. Prerequisites—12 hours EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators EDAD 683 Leading Teaching and Learning EDAD 684 Instructional Leadership Level I Required Core—18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core—12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)	program, which would qualify for Rank II salary classification. ~~**Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.**~~ ~~**Prerequisites–12 hours**~~ **Deficiencies—9 hours** **Students will be required to take the following courses in addition to the required program hours.** EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators ~~**EDAD 683 Leading Teaching and Learning**~~ EDAD 684 Instructional Leadership Level I Required Core 18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core 12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)

4. Rationale for the proposed program change:

- Course objectives and content for the EDAD 683 course are redundant with the requirements for the core courses of EDAD 640, EDAD 643, and EDAD 645. Deletion of the requirement for the EDAD 683 course will resolve this issue.
- While the content of the courses currently coded as prerequisites (EDAD 588, EDAD 677, and EDAD 684) is essential to success in the program, the courses do not include information which is foundational to objectives in the core courses of the program. These courses may be taken during completion of the program without any negative impact on the progression of student learning. Since the courses are required but do not count toward the program hours, they should be considered program deficiencies.
- The second paragraph under program requirements contains incorrect information and, therefore, needs to be deleted.

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

- Fall 2013

6. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research: ____02/26/2013_____

CEBS Curriculum Committee ____03/05/2013_____

Professional Education Council ____03/20/2013_____

Graduate Council (for information) ____04/11/2013_____

University Senate (for information) _____

Proposal Date:02/26/2013

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item; Information Item after PEC approval)

Contact Person: Tony Norman, tony.norman@wku.edu, (270) 745-3061

1. Identification of program:

1.1 Current program reference number: 131
1.2 Current program title: School Administration, Instructional Leader, School Principal, All Grades (Certification only)
1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Deletion of one prerequisite course
- Change of courses from prerequisites to deficiencies
- Delete a paragraph with incorrect information about the program.

3. Detailed program description:

Current Program	Proposed Program
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades. The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree. Admission Requirements 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher on all graduate work; 4. Complete a program admission packet requiring: (a) Letters of reference (b) Professional portfolio (c) Prerequisite course assessments (d) School district agreement of support; 5. Be recommended based on an interview with district practitioners and department faculty. Program Requirements A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades. The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree. Admission Requirements 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher on all graduate work; 4. Complete a program admission packet requiring: (a) Letters of reference (b) Professional portfolio (c) ~~**Prerequisite**~~ **Deficiency** course assessments (d) School district agreement of support; 5. Be recommended based on an interview with district practitioners and department faculty. Program Requirements A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree

have previously completed a master's degree program, which would qualify for Rank II salary classification. Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development. Prerequisites—12 hours EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators EDAD 683 Leading Teaching and Learning EDAD 684 Instructional Leadership Level I Required Core—18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core—12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)	program, which would qualify for Rank II salary classification. ~~**Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.**~~ ~~**Prerequisites–12 hours**~~ **Deficiencies—9 hours** **Students will be required to take the following courses in addition to the required program hours.** EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators ~~**EDAD 683 Leading Teaching and Learning**~~ EDAD 684 Instructional Leadership Level I Required Core 18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core 12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)

4. Rationale for the proposed program change:

- Course objectives and content for the EDAD 683 course are redundant with the requirements for the core courses of EDAD 640, EDAD 643, and EDAD 645. Deletion of the requirement for the EDAD 683 course will resolve this issue.
- While the content of the courses currently coded as prerequisites (EDAD 588, EDAD 677, and EDAD 684) is essential to success in the program, the courses do not include information which is foundational to objectives in the core courses of the program. These courses may be taken during completion of the program without any negative impact on the progression of student learning. Since the courses are required but do not count toward the program hours, they should be considered program deficiencies.
- The second paragraph under program requirements contains incorrect information and, therefore, needs to be deleted.

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

- Fall 2013

6. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research: ____02/26/2013_____

CEBS Curriculum Committee ____03/05/2013_____

Professional Education Council ____03/20/2013_____

Graduate Council (for information) _____04/11/2013____

University Senate (for information) _____

Proposal Date: 12/06/12

College of Education and Behavioral Sciences
Proposal to Revise a Certification Policy
(Action Item; Information Item for Graduate Council)

Contact Person: Retta E. Poe, retta.poe@wku.edu, 745-4662

1. **Identification of policy:** Policy on Expiration of Courses and Programs Leading to Professional Education Certification

2. **Current policy:**

For undergraduate certification-only programs:
A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:
Approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:
Course work for programs leading to certification in professional education must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old at the time that the certification program is written. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students may be required to demonstrate proficiency related to current course content if they wish to satisfy program requirements using courses taken more than 10 years prior to when the student's program of studies is written. All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within 10 years from when the program was written. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the department head.
If the Commonwealth of Kentucky makes changes in certification requirements, students seeking certification may be required to modify their programs of study to meet the new requirements.

3. **Proposed policy:**

For undergraduate certification-only programs:
A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:
Consistent with NCATE Standard 1 (Candidate Knowledge, Skills, and Professional Dispositions), approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses **may** not **be** aligned with current standards, and thus it may not be appropriate to count

them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older **content** courses may be used will be made on a case-by-case basis by the department head of the student's major. **For students in programs leading to secondary certification (Grades P-12, 5-12, and 8-12), decisions about whether older pedagogy courses may be used will be made by the faculty in the department in which the course is offered. However, if the pedagogy course is offered outside of the School of Teacher Education, the decision about whether the course may be used will be made in consultation with the School of Teacher Education. In all cases, documentation regarding the currency of course content and the alignment of the course with current teacher standards must be provided by the student and approved by the department that offers the course, upon recommendation from the School of Teacher Education when appropriate.** Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:
Course work for programs leading to certification in professional education must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old at the time that the certification program is written. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students may be required to demonstrate proficiency related to current course content if they wish to satisfy program requirements using courses taken more than 10 years prior to when the student's program of studies is written. All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

4. **Rationale for revision:** The current policy is ambiguous with respect to the appropriate unit head responsible for approving inclusion of older pedagogy courses when the student is pursuing a major outside of the STE, so the proposed revision is an effort to provide clarity on that point. Evaluation of whether students meet current standards with regard to their content-area knowledge and skills is most appropriately made by faculty in the content area. However, faculty in the School of Teacher Education (STE) should make decisions about the currency of pedagogical knowledge, skills, and dispositions. NCATE Standard 1 states: "Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards." In the supporting explanation accompanying the delineation of the standard in the NCATE manual, it is noted, "Educator licensure standards adopted by most states require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P-12 schools are expected to demonstrate the candidate learning proficiencies identified in the unit's conceptual framework, in the standards of national professional organizations which should be aligned with standards for P-12 students, and in state licensing standards." To ensure that teacher candidates meet current teacher standards with respect to pedagogy, appropriate evaluation of whether a student's pedagogical knowledge and skills developed in older courses are nonetheless consistent with current teacher standards should be conducted in the School of Teacher Education.

4. **Impact of proposed policy on existing academic or non-academic policies:** None anticipated.

5. **Proposed date of implementation:** The proposed revision will be implemented immediately upon approval by appropriate committees.

6. Dates of approval:

CEBS Curriculum Committee	02/05/2013
Professional Education Council	02/13/2013
Undergraduate Curriculum Committee	03/28/2013
Graduate Council (for information)	04/11/2013
University Senate	

Proposal date: February 8, 2013

Memorandum
Proposal to Change Course Prefix (Subject Area)
(Information Item)

TO: Graduate Council Committee

FROM: Sponsoring Unit: Hospitality Management and Dietetics Program
Department: Family and Consumer Sciences
Contact Person's Name: Dr. Rich Patterson
Contact Person's Email: rich.patterson@wku.edu
Contact Person's Phone: 5-4031

CHANGE: Current Course Prefix: FACS
Proposed Course Prefix: HMD

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE PREFIX (SUBJECT AREA):

581
583
584
586
587

RATIONALE:

The Department of Family and Consumer Sciences (FACS) houses several diverse disciplines that are/were all using numbers under the FACS prefix. As a result, the course numbering system that was created to accommodate the variety of disciplines in the department has become constraining because of the availability of usable numbers. Additionally each program needs to differentiate its curriculum from the other programs in the department to accurately reflect discipline specific content and to avoid confusion.

DATE OF IMPLEMENTATION: Fall 2013

Attachment: Course Inventory Form

Recommendation for the Graduate Grading System
by Graduate Council
April 22, 2013

Graduate Council discussed the current grading system and the potential for a plus/minus grading system, or variation thereof, at the April 11, 2013 regular meeting. Following the meeting, members were emailed benchmark institution information and the ACQ recommendation. Members were polled on three options:

1) no change;
2) "+" only system as presented to Senate in January 2013 by the Academic Quality Committee;
3) revival of the "+/-" system approved by the Senate in 2006 but vetoed by Provost Burch.

Overwhelmingly, and with representation from all colleges, the Graduate Council recommends *no change* to the current Graduate Grading System.

Proposal Date: February 15, 2013

Ogden College of Science and Engineering
Department of Mathematics
Proposal to Suspend a Course
(Consent Item)

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

1.1 Current course prefix (subject area) and number: MATH 509
1.2 Course title: History of Modern Mathematics
1.3 Credit hours: 3.0

2. Rationale for the course suspension:

A history of mathematics course is an important elective for the Master of Arts program in Mathematics. The Teacher Education Committee is currently investigating not offering 409G (History of Mathematics) as an elective for the program. However, more time is needed to investigate the feasibility of offering Math 509 in the next course rotation.

3. Effect of course suspension on programs or other departments, if known:

There are no known effects of this course suspension on programs or other departments.

4. Proposed term for implementation:

Summer 2013

5. Dates of prior committee approvals:

Department of Mathematics:	February 15, 2013
OCSE Graduate Curriculum Committee	March 22, 2013
Professional Education Council	April 10, 2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 12, 2013

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: FLK 566
- 1.2 Course title: Oral History
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The course does not currently have a place in our rotation, but the program is looking for a way to reinstate it.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department	___2/12/13_____
Potter College Curriculum Committee	3/7/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 12, 2013

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: FLK 570
- 1.2 Course title: Appalachian Folklore and Folklife
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The course does not currently have a place in our rotation, but the program is looking for a way to reinstate it.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department	___2/12/13_____
Potter College Curriculum Committee	3/7/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/11/2013

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Delete a Course
(Consent Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: ID 573
1.2 Course title: Instructional Performance and Task Analysis
1.3 Credit hours: 3

2. Rationale for the course deletion: ID 573 Instructional Performance and Task Analysis will be deleted from the program because its original content is now incorporated into ID 560 Instructional Design Foundations and ID 572 Performance Improvement Analysis in the Workplace, and ID 570 Systematic Instructional Design.

3. Effect of course deletion on programs or other departments, if known: There will not be an effect on the program since the content will be covered in three other courses.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

School of Teacher Education Department:	3/22/2013
CEBS Curriculum Committee	4/2/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/11/2013

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Delete a Course
(Consent Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: ID 581
1.2 Course title: Ethical and Legal Issues in Instructional Design
1.3 Credit hours: 3

2. Rationale for the course deletion: These issues are covered in ID 585 Distance Education Opportunities and Challenges, ID 588 Multimedia Design, and ID 587 Trends and Issues in Instructional Design. Another full course on this topic is not necessary.

3. Effect of course deletion on programs or other departments, if known: There will not be an effect on the program since the content will be covered in three other courses.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

School of Teacher Education Department:	3/22/2013
CEBS Curriculum Committee	4/2/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 563
- 1.2 Course title: Counseling Adults
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 564
- 1.2 Course title: Counseling the Elderly
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 565
- 1.2 Course title: Elementary Guidance Services
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Professional Education Council	
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 566
- 1.2 Course title: Secondary Guidance Services
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Professional Education Council	
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 573
- 1.2 Course title: Leadership in Student Affairs
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 575
- 1.2 Course title: Administration of Student Affairs
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 576
- 1.2 Course title: Technology in Student Affairs
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 661
- 1.2 Course title: Introduction to Rehabilitation Counseling
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/5/13

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: CNS 662
- 1.2 Course title: Seminar Disability& Rehabilitation Counseling
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:
Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/7/2013
CEBS Curriculum Committee:	3/5/2013
Graduate Council:	04/11/2013
University Senate:	

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

1. Identification of course:

1.1 Current course prefix and number: ENV 460G
1.2 Course title: Industrial Environment Management
1.3 Credit hours: 3

2. Rationale for the course deletion: ENV 460G has not been offered since 2001. The Department of Public Health does not plan to offer course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

1. Identification of course:

1.1 Current course prefix and number: ENV 480G
1.2 Course title: Hazard and Solid Waste
1.3 Credit hours: 3

2. Rationale for the course deletion: ENV 480G has not been offered since 2004. The Department of Public Health does not plan to offer course anytime soon.

3. Effect of course deletion on programs or other departments, if known:

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: William Mkanta, PhD, william.mkanta@wku.edu, 745-5260

1. Identification of course:

1.1 Current course prefix and number: HCA 584
1.2 Course title: Health Policy and Planning
1.3 Credit hours: 3

2. Rationale for the course deletion: HCA 584 has not been offered since 2002. The Department of Public Health does not plan to offer course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:
- 1.1 Current course prefix and number: PH 460G
- 1.2 Course title: School and Community Health Workshop
- 1.3 Credit hours: 3

2. Rationale for the course deletion: PH 460G has not been offered since 2001. The Department of Public Health does not offer the School Health concentration anymore.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	_3/25/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix and number: PH 462G
1.2 Course title: Folklore and Medicine
1.3 Credit hours: 3

2. Rationale for the course deletion: PH 462G has not been offered since 2001. The Department of Public Health does not plan to offer PH 462G anymore. A 500 level course will be created if need be.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix and number: PH 463G
1.2 Course title: Consumer Health
1.3 Credit hours: 3

2. Rationale for the course deletion: PH 463G has not been offered since 2000. The Department of Public Health will create a 500 level course if need be.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:
- 1.1 Current course prefix and number: PH 466G
- 1.2 Course title: Clinical Health Education
- 1.3 Credit hours: 3

2. Rationale for the course deletion: PH 466G has not been offered in the last 12 years. The Department of Public Health does not plan to offer this course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix and number: PH 469G
1.2 Course title: Critical Issues in Health and Safety
1.3 Credit hours: 3

2. Rationale for the course deletion: PH 469G has not been offered since 2001. A graduate course would be created if need be.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Darlene Shearer, PhD, darlene.shearer@wku.edu, 745-5868

1. Identification of course:

1.1 Current course prefix and number: PH 545
1.2 Course title: Health Education Curriculum
1.3 Credit hours: 3

2. Rationale for the course deletion: PH 545 has not been offered since 2001. The Department of Public Health does not plan to offer course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Darlene Shearer, PhD, darlene.shearer@wku.edu, 745-5868

1. Identification of course:

1.1 Current course prefix (subject area) and number: PH 579
1.2 Course title: Solid and Hazardous Wastes
1.3 Credit hours: 3

2. Rationale for the course deletion: PH 579 has not been offered since 2001. The Department of Public Health does not plan to offer course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Darlene Shearer, PhD, darlene.shearer@wku.edu, 745-5868

1. Identification of course:

1.1 Current course prefix (subject area) and number: PH 590
1.2 Course title: Public Health Law
1.3 Credit hours: 3

2. Rationale for the course deletion: PH 590 has not been offered since 2001. The Department of Public Health does not plan to offer course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix (subject area) and number: SFTY 470G
1.2 Course title: Driver Education and Traffic Safety II
1.3 Credit hours: 3

2. Rationale for the course deletion: SFTY 470G has not been offered since the late 1990s. The Department of Public Health does not plan to offer this course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix (subject area) and number: SFTY 471G
1.2 Course title: Advanced Studies in Driver Education
1.3 Credit hours: 3

2. Rationale for the course deletion: SFTY 471G has not been offered since the late 1990s. The Department of Public Health does not plan to offer this course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix (subject area) and number: SFTY 530
1.2 Course title: Independent Investigation in Community Health
1.3 Credit hours: 3

2. Rationale for the course deletion: SFTY 530 has not been offered in the last 12 years. The Department of Public Health does not plan to offer this course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/18/13

College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)

Contact Person: Grace Lartey, PhD, grace.lartey@wku.edu, 745-3941

1. Identification of course:

1.1 Current course prefix (subject area) and number: SFTY 570
1.2 Course title: School and Community Safety
1.3 Credit hours: 3

2. Rationale for the course deletion: SFTY 570 has not been offered in the last 12 years. The Department of Public Health does not plan to offer this course anytime soon.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Public Health Department:	2/18/2013
CHHS Graduate Curriculum Committee	3/25/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/11/2013

Gordon Ford College of Business
Master of Business Administration
Proposal to Delete a Course
(Consent Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-5458

1. Identification of course:

1.4 Current course prefix (subject area) and number: BA 507
1.5 Course title: MANAGERIAL MARKETING
1.6 Credit hours: 3

2. Rationale for the course deletion: Foundation class no longer offering

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a foundation course for MBA.

4. Proposed term for implementation: 201310

5. Dates of prior committee approvals:

GFCB Curriculum Committee	___3/22/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/11/2013

Gordon Ford College of Business
Master of Business Administration
Proposal to Delete a Course
(Consent Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-5458

1. Identification of course:

1.1 Current course prefix (subject area) and number: BA 509
1.2 Course title: MANAGERIAL FINANCE
1.3 Credit hours: 3

2. Rationale for the course deletion: Foundation class no longer offering

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a foundation course for MBA .

4. Proposed term for implementation: 201310

5. Dates of prior committee approvals:

GFCB Curriculum Committee	_____3/22/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/11/2013

Gordon Ford College of Business
Master of Business Administration
Proposal to Delete a Course
(Consent Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-5458

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BA 533
- 1.2 Course title: MANAGING DATABASE APPLI
- 1.3 Credit hours: 3

2. Rationale for the course deletion: outdated elective with no interest

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is an elective

4. Proposed term for implementation: 201310

5. Dates of prior committee approvals:

GFCB Curriculum Committee	____3/22/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/11/2013

Gordon Ford College of Business
Master of Business Administration
Proposal to Delete a Course
(Consent Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-5458

1. Identification of course:

1.1 Current course prefix (subject area) and number: BA 541
1.2 Course title: SURVEY OF PUBLIC FINANCE
1.3 Credit hours: 3

2. Rationale for the course deletion: elective with no interest

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is an elective

4. Proposed term for implementation: 201310

5. Dates of prior committee approvals:

GFCB Curriculum Committee	___3/22/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/11/2013

Gordon Ford College of Business
Master of Business Administration
Proposal to Delete a Course
(Consent Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-5458

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BA 550
- 1.2 Course title: BANK MANAGEMENT
- 1.3 Credit hours: 3

2. Rationale for the course deletion: elective with no interest

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is an elective

4. Proposed term for implementation: 201310

5. Dates of prior committee approvals:

GFCB Curriculum Committee	___3/22/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2013

Ogden College of Science and Engineering
Department of Mathematics
Proposal to Delete a Course
(Consent Item)

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

1.1 Current course prefix (subject area) and number: MATH 523
1.2 Course title: Topics from Geometry
1.3 Credit hours: 3.0

2. Rationale for the course deletion:

This course is an elective course in the Master of Arts program in Mathematics. Since other geometry courses in the Department of Mathematics are more beneficial and suitable for the mathematics education students who enroll in the MA program, this course has not been offered in several semesters. The Teacher Education Committee does not foresee any reason to offer this course again in the future.

3. Effect of course deletion on programs or other departments, if known:

Deleting this course will have minimal effect on the MA program in that it will minimize the pool of over 30 elective mathematics courses by one course.

4. Proposed term for implementation:

Summer 2013

5. Dates of prior committee approvals:

Department of Mathematics:	February 15, 2013
OCSE Graduate Curriculum Committee	March 22, 2013
Professional Education Council	April 10, 2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 8, 2013

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Delete a Course
(Consent Item)

Contact Person: Kate Hudepohl, kate.hudepohl@wku.edu, x55842

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: ANTH 430G
- 1.2 Course title: Kentucky Archaeology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: The Anthropology Program offered this course as part of a multi-disciplinary curriculum for the Kentucky Studies Certificate.

3. Effect of course deletion on programs or other departments, if known: The course has not been offered for five years and was suspended in 2008. Even though it was part of the Kentucky Studies Certificate, it should have no impact on completion of the certificate due to its previous lack of availability.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Folk Studies/Anthropology Department/Division:	___2/12/13_____
Potter College Curriculum Committee	3/7/2013
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 7, 2013

Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Delete a Course
(Consent Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: FLK 446G
- 1.2 Course title: Restoration of Historic Interiors
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Class was no longer taught by graduate faculty. Relevant course material now covered in FLK 445G.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department	____2/12/13_____
Potter College Curriculum Committee	____3/7/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 7, 2013

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Delete a Course
(Consent Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: FLK 447G
- 1.2 Course title: History of Architecture Interiors III
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Relevant course material now covered in FLK 445G American Architectural History.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department	___2/12/13_____
Potter College Curriculum Committee	____3/7/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 7, 2013

Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Delete a Course
(Consent Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: FLK 574
- 1.2 Course title: Urban Folklore
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course no longer taught

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department	____2/12/13_____
Potter College Curriculum Committee	____3/7/2013_____
Graduate Council	04/11/2013
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Revise to a Course Catalog Listing
(Consent Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: ID 577
1.2 Course title: Management of Instructional Systems
1.3 Credit hours: 3

2. Revise course catalog listing:

2.1 Current course catalog listing: Overview of the management of instructional design projects in the context of instructional systems design. Topics include project management, instructional design and knowledge management tools for instructional delivery platforms
2.2 Proposed course catalog listing: Management of all phases of instructional development projects, including planning, team selection and building, scheduling, budgeting, monitoring, and evaluating. Emphasizes practical skill development and the use of management tools and systems.
2.3 Rationale for revision of course catalog listing: The revised catalog listing emphasizes project-based learning and practical skills acquisition for management of instructional design projects.

3. Proposed term for implementation: Fall 2013

4. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 2/13/2013

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:

1.1 Course prefix (subject area) and number: CNS 550
1.2 Course title: Introduction to Counseling
1.3 Credit hours: 3

2. Current course catalog listing:

The history and overview of the counseling profession, current trends and settings for counselors. Professional roles and functions, including school counselors, professional counselors, and marriage and family therapists. Introduction to professional organizations, legal and ethical issues, and certification and licensure issues.

3. Proposed course catalog listing:

The history and overview of the counseling profession, current trends and settings for professional counselors. Professional roles and functions of school counselors are emphasized. Introduction to professional organizations, legal and ethical issues, and certification and licensure issues.

4. Rationale for revision of the course catalog listing:

Accreditation policies of CACREP require that course titles and descriptions clearly reflect that courses are counseling courses. Description changed to accurately reflect course emphasis.

5. Proposed term for implementation:

Spring 2014 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/13/2013
CEBS Curriculum Committee	3/5/2013
Professional Education Council	
Graduate Council	04/11/2013
University Senate	

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Revise a Course Title
(Consent Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: ID 587
1.2 Course title: Issues and Problems in ID
1.3 Credit hours: 3

2. Revise course title:

2.1 Current course title: Issues and Problems in ID
2.2 Proposed course title: Trends and Issues in Instructional Design
2.3 Proposed abbreviated title: Trends and Issues in ID
2.4 Rationale for revision of course title: The proposed title is more aligned with the course content.

3. Proposed term for implementation: Fall 2013

4. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 2/13/2013

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Title
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:
- 1.1 Course prefix (subject area) and number: CNS 582
- 1.2 Course title: Sex Therapy
- 1.3 Credit hours: 3

2. Proposed course title: Sex Therapy Techniques in Counseling

3. Proposed abbreviated course title: Sex Therapy Tech in Counseling
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: CACREP accreditation policies require that course titles and descriptions clearly reflect that courses are counseling courses.

5. Proposed term for implementation: Spring 2104 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/13/2013
CEBS Curriculum Committee	3/05/2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: 2/13/2013

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Title
(Consent Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:
- 1.1 Course prefix (subject area) and number: CNS 583
- 1.2 Course title: Marriage Therapy
- 1.3 Credit hours: 3

2. Proposed course title: Couples Counseling

3. Proposed abbreviated course title: Couples Counseling
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: CACREP accreditation policies require course titles and descriptions clearly reflect that courses are counseling courses. Title change also reflects contemporary terminology.

5. Proposed term for implementation:
Spring 2014 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/13/2013
CEBS Curriculum Committee	3/05/2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: 2/13/2013

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:
- 1.1 Course prefix (subject area) and number: CNS 560
- 1.2 Course title: Professional Studies in Counseling and Marriage & Family Therapy
- 1.3 Credit hours: 3

2. Revise course title:
- 2.5 Current course title: Professional Studies in Counseling and Marriage and Family Therapy
- 2.6 Proposed course title: Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling
- 2.7 Proposed abbreviated title: Professional CMHC/MCFC
- 2.8 Rationale for revision of course title: Accreditation policies of CACREP require that course titles and descriptions clearly reflect that courses are counseling courses.

3. Revise course number: N/A
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: N/A
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing: Historical, philosophical, and societal dimensions of professional counseling and marriage and family therapists in relationship to life style diversity. Legal and ethical issues in professional counseling and marriage and family therapy.
- 5.2 Proposed course catalog listing: Historical, philosophical, and societal dimensions of **clinical mental health and marriage, couple, and family counseling**. Legal and ethical issues in professional counseling.
- 5.3 Rationale for revision of course catalog listing: Accreditation policies of CACREP require that course titles and descriptions clearly reflect that courses are counseling courses.

6. Revise course credit hours: N/A
- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation:
Spring 2014 (201410)

8. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee 3/05/2013

Graduate Council 04/11/2013

University Senate _____

Proposal Date: 2/13/2013

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:
- 1.1 Course prefix (subject area) and number: CNS 591
- 1.2 Course title: Mental Health Counseling/Marriage and Family Therapy Practicum
- 1.3 Credit hours: 3

2. Revise course title:
- 2.1 Current course title: Mental Health Counseling/Marriage and Family Therapy Practicum
- 2.2 Proposed course title: Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum
- 2.3 Proposed abbreviated title: CMHC/MCFC Practicum
- 2.4 Rationale for revision of course title: CACREP accreditation policies require course titles and descriptions clearly indicate that courses are counseling courses.

3. Revise course number: N/A
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: N/A
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing Supervised experiences in a mental health or marriage and family therapy settings. (Course Fee)
- 5.2 Proposed course catalog listing: Supervised experiences in a clinical mental health or marriage couple, and family counseling setting. (Course Fee)
- 5.3 Rationale for revision of course catalog listing: CACREP accreditation policies require course titles and descriptions clearly indicate that courses are counseling courses.

6. Revise course credit hours: N/A
- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Spring 2014 (201410)

8. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/13/2013
CEBS Curriculum Committee	3/05/2013
Graduate Council	04/11/2013
University Senate	

Proposal Date:2/13/2013

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:
- 1.1 Course prefix (subject area) and number: CNS 596
- 1.2 Course title: Mental Health Counseling/Marriage and Family Therapy Internship
- 1.3 Credit hours: 3-9

2. Revise course title:
- 2.1 Current course title: Mental Health Counseling/Marriage and Family Therapy Internship
- 2.2 Proposed course title: Clinical Mental Health and Marriage, Couple and Family Counseling Internship
- 2.3 Proposed abbreviated title: CMHC/MCFC Internship
- 2.4 Rationale for revision of course title: Title changes are necessary to be consistent with CACREP accreditation policies.

3. Revise course number: N/A
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: N/A
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing: Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)
- 5.2 Proposed course catalog listing: Supervised experiences in a clinical mental health or marriage couple, and family counseling setting. (Course Fee)
- 5.3 Rationale for revision of course catalog listing: Course description changes are necessary to be consistent with CACREP accreditation policies.

6. Revise course credit hours: N/A
- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Spring 2014 (201410)

8. Dates of prior committee approvals:

Department of Counseling and Student Affairs:	2/13/2013
CEBS Curriculum Committee	3/05/2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.4 Current course prefix (subject area) and number: ID 570
1.5 Course title: Principles of Instructional Design
1.6 Credit hours: 3

2. Revise course title:

2.9 Current course title: Principles of Instructional Design
2.10 Proposed course title: Systematic Instructional Design
2.11 Proposed abbreviated title: Systematic ID
2.12 Rationale for revision of course title: This title is better aligned with the course content and intent of the course.

3. Revise course prerequisites/corequisites/special requirements:

3.1 Current prerequisites/corequisites/special requirements: none
3.2 Proposed prerequisites/corequisites: Prerequisite or corequisite: ID 560 or instructor permission
3.3 Rationale for revision of course prerequisites/corequisites: This course can be taken concurrently with or following ID 560 Instructional Design Foundations. This course will complement the introductory course with the opportunity to apply one of the instructional design theories.
3.4 Effect on completion of major/minor sequence: This revision will have no effect on completion of the program. Both courses are required courses to be completed at the beginning of the program.

4. Revise course catalog listing:

4.1 Current course catalog listing: Overview of principles of instructional design with consideration of historical development, professional terminology, relevant learning theories, contemporary learning systems, instructional design models and processes.
4.2 Proposed course catalog listing: Systematic instructional design procedures to design, produce, and evaluate a unit of instruction.
4.3 Rationale for revision of course catalog listing: While these two catalog descriptions may sound very different, the original content outline for the course follows the proposed course catalog listing. Therefore, the course title and catalog listing will align with the originally proposed course content.

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.7 Current course prefix (subject area) and number: ID 583
1.8 Course title: Training Materials
1.9 Credit hours: 3

2. Revise course title:

2.13 Current course title: Training Materials
2.14 Proposed course title: Training Design and Development
2.15 Proposed abbreviated title: Training Design & Development
2.16 Rationale for revision of course title: The revised title is more closely aligned with the originally approved course content and correctly indicates the incorporation of design principles.

3. Revise course prerequisites/corequisites/special requirements:

3.1 Current prerequisites/corequisites/special requirements: none
3.2 Proposed prerequisites: ID 570 or instructor approval
3.3 Rationale for revision of course prerequisites: Students who take this course need the hands-on experience of systematic instructional design before they can produce training materials.
3.4 Effect on completion of major/minor sequence: This revision should not affect student completion of the ID program since ID 570 is one of the first courses taken in the program.

4. Revise course catalog listing:

4.1 Current course catalog listing: The application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users. Emphasis on transportability of ID materials and documentation.
4.2 Proposed course catalog listing: Production of training materials in a variety of settings. Design, develop and conduct formative evaluation of a training session for an external client.
4.3 Rationale for revision of course catalog listing: The revised catalog listing is more closely aligned with the course content and better informs prospective students about the originally approved course content and experiences.

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.10 Current course prefix (subject area) and number: ID 585
1.11 Course title: Distance Delivery Systems
1.12 Credit hours: 3

2. Revise course title:

2.17 Current course title: Distance Delivery Systems
2.18 Proposed course title: Distance Education Opportunities and Challenges
2.19 Proposed abbreviated title: Distance Education
2.20 Rationale for revision of course title: The revised title indicates a rearrangement of course content that includes many aspects of distance education.

3. Revise course catalog listing:

3.1 Current course catalog listing: Distance education critical concepts and issues, including theoretical foundations and current practice, are addressed. Course will explore distance learning technologies and models and engage in program development and evaluation.
3.2 Proposed course catalog listing: Critical concepts, issues, technologies, and models of distance education. Explores the design and technologies of quality interactive education at a distance.
3.3 Rationale for revision of course catalog listing: The revised catalog listing emphasizes a rearrangement of scope of the content.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.13 Current course prefix (subject area) and number: ID 590
1.14 Course title: Practicum in Instructional Design
1.15 Credit hours: 3

2. Revise course prerequisites/corequisites/special requirements:

2.1 Current prerequisites: Completion of 21 semester hours of coursework within the ID program and instructor permission.
2.2 Proposed prerequisites: ID 570 and instructor permission.
2.3 Rationale for revision of course prerequisites: Only ID 560 and ID 570 are needed before a student is ready to apply some of the instructional design basics in a field experience setting. ID 560 is a prerequisite or corequisite for ID 570; therefore, it does not need to be included as a prerequisite.
2.4 Effect on completion of major/minor sequence: There should be no impact on student completion of the program since the original intent was for this course to be completed as a requirement in the program after the initial courses.

3. Revise course credit hours:

3.1 Current course credit hours: 3
3.2 Proposed course credit hours: 1-6. Course may be repeated for a maximum of 6 hours.
3.3 Rationale for revision of course credit hours: The revised course credit hours provides more field based options for students in the Professional Emphasis component of the program.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 01/29/2013

College of Education and Behavioral Sciences
Department of School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.16 Current course prefix (subject area) and number: ID 595
1.17 Course title: Advanced Instructional Design Studio
1.18 Credit hours: 3

2. Revise course title:

2.21 Current course title: Advanced Instructional Design Studio
2.22 Proposed course title: Internship in Instructional Design
2.23 Proposed abbreviated title: Internship in ID
2.24 Rationale for revision of course title: The title "Internship" is more appropriate for education, business, government, or industry setting.

3. Revise course prerequisites/corequisites/special requirements:

3.1 Current prerequisites: ID 590 or instructor permission.
3.2 Proposed prerequisites: Completion of all of the required courses and at least 24 semester hours of program course work; admission to candidacy approved; and instructor permission.
3.3 Rationale for revision of course prerequisites: Admission to this course will serve as a mid-point student and program assessment. After completion of these prerequisites, students should be adequately prepared for the internship experience.
3.4 Effect on completion of major/minor sequence: There should be no impact on student completion of the program since the original intent was for the course to be offered near the end of the program. It was already identified as the capstone course.

4. Revise course catalog listing:

4.1 Current course catalog listing: Development and application of an authentic professional quality product under the supervision of a faculty member.
4.2 Proposed course catalog listing: Supervised, field-based internship under an appropriate field-based supervisor and faculty member in an approved setting. Development and application of an authentic professional quality product and professional portfolio will be the capstone project.
4.3 Rationale for revision of course catalog listing: The addition of the field-based experience to the catalog listing (as designed in the originally approved course) gives a more accurate description of the course and expectations.

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal date: 03/12/2013

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

Contact Person: Elena Novak, elena.novak@wku.edu, 745-4135

1. Identification of proposed course:

1.1 Prefix and number: ID 560
1.2 Title: Instructional Design Foundations
1.3 Abbreviated title: ID Foundations
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: (L)-Lecture
1.6 Prerequisites/corequisites: none
1.7 Course catalog listing: Systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field; Adapt and apply the process in a flexible and innovative manner.

2. Rationale:

2.1 Reason for developing the proposed course:

Presently, the Instructional Design (ID) program at WKU does not have a survey course that helps students become conversant in the ID models and process, and their applications in a variety of settings. Based on the feedback that we received from potential employers in the field of ID, present and prospective ID students, and an ID advisory board comprised of highly-qualified members with several decades of experience in the ID filed, the proposed ID 560 course is a crucial component in the ID program since it provides students with the ID foundations that will enable students to successfully complete more advanced ID courses and become experts in the ID field.

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiation of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course is an essential part of the core requirements of the proposed revision to the Instructional Design program. This survey course will introduce graduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of the analysis of learning and performance problems, and the design, development, implementation, evaluation, and management of instructional and non-instructional processes and resources intended to improve learning and performance. This course provides an overview of many components of the instructional design process included in the curricular area of Instructional Design.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment in the course is 8 to 11 students with a subsequent increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance

students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed ID 560 Instructional Design Foundations course complements LME 537 Principles of Educational Technology Applications and LME 547 Integration of Educational Technology in the MS in Library Media Education program. LME 537 Principles of Educational Technology Applications requires development of an instructional design project with emphasis on the integration of educational technology into a classroom setting. LME 547 Integration of Educational Technology also deals with the incorporation of educational technology into classroom teaching through constructivist learning experiences. While LME 537 and 547 include some Instructional Design principles, they focus more on the improvement of pupil learning through traditional unit and lesson planning for the classroom. While TCHL 530 Curriculum Development emphasizes the development of curriculum and instruction, its sole application is in preschool through twelfth grade classroom settings. The orientation of the proposed ID 560 is to adapt and apply the Instructional Design process in a flexible and innovative manner in a variety of workplace settings, such as business and industry, government, military, and higher educational institutions.

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

The Department of Psychology offers PSY 570: Job Analysis and Compensation that provides an overview of the I/O discipline with an emphasis on job analysis and compensation. The Department of Management offers BA 560 Contemporary Human Resources Management focusing on the current critical issues of human resource management including discussions on recruitment and selection techniques, performance appraisals, training, and development. While PSY 570 and BA 560 cover selected topics from the proposed ID 560 Instructional Design Foundations, they focus on the management of human resources and job analysis. The ID 560 course provides a broader conceptual framework of the instructional design field where students will adapt and apply the Instructional Design process in a flexible and innovative manner in a variety of workplace settings, such as business and industry, government, military, and higher educational institutions.

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

Comparing this course with other benchmark universities, the University of Northern Iowa offers INSTTECH 7340 Designing Instructional Systems course that includes an overview of several instructional design models. The University of Kentucky offers EDC 607 Instructional Design I course that introduces students to the instructional design process from needs assessment and goal definition through evaluation. Western Illinois University offers IDT 510 Principles of Instructional Design that engages students in study and application of instructional design theories and models. The proposed ID 560 is similar to these courses but goes beyond their scope with the application in context and roles of professionals.

3. Discussion of proposed course:

3.1 Course Objectives:

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

- Analyze and describe an organization in systems terms.
- Compare and contrast ISD models in terms of their appropriateness for a given set of education or training development requirements.
- Classify instructional goals according to characteristics of performance and task domains.
- Identify the steps required to accomplish an instructional goal and correlated performance objectives.
- Identify subordinate skills including hierarchical, procedural, cluster, and integrated techniques.
- Determine entry behaviors and knowledge requisite to accomplishment of an instructional goal and correlated performance objectives.

- Ascertain multicultural factors that influence accomplishment of a goal and objectives.
- Produce an ISD process that is tailored to the education and training requirements of a specific organization.

3.2 Content outline:

- Foundations of Instructional Systems Design
- General Systems Theory and its relationship to ISD
- ISD Models
- Performance Improvement Models and Processes
- ADDIE (Analysis, Design, Development, Implementation, and Evaluation) Model
    - Conducting a Needs Assessment
    - Analyzing Learners and Settings
    - Conducting a Work Analysis
    - High Level Design
    - Design & Development of Instruction
    - Evaluation and Quality Management of Instruction

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as analyzing the system structure of an organization, preparing a plan for a needs assessment in an organization, or reporting the results of a job/task analysis for all or part of a job. Preparing an instructional system or HPT process model that is tailored to the requirements of a specific organization will be the culminating project required of each student in the course. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based, allowing for the demonstration of the skills of focus within the course.

3.4. Tentative texts and course materials:

Rothwell, W. J., & Kazanas, H.C. (2008*). Mastering the instructional design process: A systematic approach* (4th ed.). New York: John Wiley & Sons. ISBN 978-0-7879-9646-8.

Additional readings will be provided from journals such as Journal of Computer-Assisted Learning, British Journal of Educational Technology, Educational technology Research and Development

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Current resources are adequate

5. Budget Implications:

5.1 Proposed method of staffing: Two full-time Instructional Design faculty members were employed exclusively to deliver the Instructional Design program. In addition, several qualified part-time instructors have been identified who could also teach the course if needed.

5.2 Special equipment needed: No special equipment is needed

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation:

Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	March 22, 2013
CEBS Curriculum Committee	April 2, 2013
Graduate Council	04/11/2013
University Senate	_____

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

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 02/02/2013

Proposed Course Name and Number: ID 560 Instructional Design Foundations

Current Library holdings in support of the course are:

_____X_____ adequate **_____ inadequate***

_____ library resources not needed for course**

*** Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.**

**** Library is not responsible for supporting course if this option is chosen.**

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

British Journal of Educational Technology
Educational technology Research and Development
The Internet and Higher Education
Journal of Computer-Assisted Learning

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/library/dlps/subject_librarians.php

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
http://www.wku.edu/senate/committees/university_curriculum_committee.php

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

Bibliography

Beich, E. (2005). *Training for dummies.* New York: For Dummies.

Bersin, J. (2008). *The training measurement book: Best practices, proven methodologies, and practical approaches*. San Francisco, CA: Pfeiffer.

Burmark, L. (2002). *Visual literacy: Learn to see, see to learn.* New York: AASD.

Caffarella, R. S. (2001). *Planning programs for adult learners: A practical guide for educators*, *trainers, and staff developers* (2nd ed.). New York: Jossey-Bass.

Calori, C., Chermayeff, I. (2007). *Signage and wayfinding design: A complete guide for creating environmental graphic design systems*. New York: Wiley and Sons.

Campbell, C.A. (2007). *The One-page Project Manager*, John Wiley & Sons.

Capron, H. (2000). *Computers: Tools for an information age.* New Jersey: Prentice Hall.

Charles, L. C. (1997). *Instant trainer.* New York: McGraw-Hill.

Clark, R. (1999). *Developing technical training: A structured approach for developing classroom and computer-based instructional materials*. New York: Pfeiffer.

Clark, R. (2004). *Graphics for learning: Proven guidelines for planning, designing, and evaluating visuals in training materials.* New York: Pfeiffer.

Clark, R. (2005). *Efficiency in learning: Evidence-based guidelines to manage cognitive load.* New York: Pfeiffer.

Clark, R. C., & Mayer, R. E. (2011). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Pfeiffer.

Cobb, A.T. (2006). *Leading Project Teams*, Sage Publications

Conway, K., & Charney, C. (2004). *The trainer's toolkit.* New York: AMACOM.

Desberg, P., & Fisher, F. *Teaching* with technology: A web-based resource for teachers [Computer software]. Allyn & Bacon.

Dettmer, P., Dyck, N., & Thurston, L. P. (2002). *Consultation, collaboration, and teamwork.* Boston: Allyn & Bacon.

Ertmer, P. A., & Quinn, J. (2006). *The ID casebook: Case studies in instructional*

Design (3rd ed.). New Jersey: Merrill/ Prentice Hall.

Fishbaugh, M. E. (1997). *Models of collaboration.* Boston: Allyn & Bacon.

Foshay, W. R., Silber, K. H., and Stelnicki, M. (2003). *Writing training materials that work: How to train anyone to do anything*. New York: Pfeiffer.

Frank, D. (1996). *Terrific training materials: High impact graphic designs for workbooks, handouts, instructor guides, and job aids.* New York: HRD Press.

Ganesan, R., Edmonds, G., & Ganesan, J. M. (2001). The changing nature of instructional design for networked learning. In C. Jones & C. Steeples (Eds.), *Networked learning in higher education* (pp. 93-109). Berlin: Springer-Verlag.

Grabe, M., & Grabe, C. (2001). *Integrating technology for meaningful learning: Vol. 1* (3rd ed.). Boston: Houghton Mifflin.

Greer, Michael. (1992). *ID project management: Tools and techniques for instructional designers and developers.* Englewood Cliffs, NJ: Educational Technology Publications.

Greif, I. (Ed.). (1988). *Computer-supported cooperative work: A book of readings*. San Mateo, CA: Morgan Kaufmann, 1988.

Gunter, M. A., Estes, T. H., and Mintz, S. L. (2006). *Instruction: A models approach* (5th ed.). New York: Allyn & Bacon.

Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development.* New York: Learning Edge.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning* (7th ed.). New Jersey: Pearson Education.

Horton, W. (2000). *Designing web-based training: How to teach anyone anything anywhere anytime*. New York: Wiley.

Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development.* Boston: McGraw Hill.

Johnson, B., & Christensen, L. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed). Sage Publications, Incorporated.

Jonassen, D.H., Tessmer, M., & Hannum, W.H. (1999). *Task analysis methods for instructional design*. Mahway, NJ: Lawrence Erlbaum Associates.

Keating, M., Wiles, J., & Piazza, M. W. (2002). *Learning webs: Curriculum journeys on the Internet.* New Jersey: Merrill/ Prentice Hall.

Keirns, J. L. (1999). *Designs for self-instruction: Principles, processes, and issues in developing self-directed learning.* Boston: Allyn & Bacon.

Kirkpatrick, D. L. (2006). *Evaluating training programs: The four levels* (3rd. ed.). New York: Berrett-Hoehler.

Knowles, M. S., Holton, E. F., Swanson, R. A. (2005). *The adult learner* (6th ed.). New York: Butterworth-Heinemann.

Ko, S., & Rossen, S. (2001). *Teaching online: A practical guide.* Boston: Houghton Mifflin.

Lee, William W. & Owens, Diana L. (2000). *Multimedia-based instructional design: Computer-based training, web-based training, distance broadcast training*. San Francisco, CA: Jossey-Bass Pfeiffer.

Leshin, C. B. (1998). *Focus on curriculum integration through Internet activities.* Boston: Allyn & Bacon.

Lester, P M. (2005). *Visual communication: Images with messages.* New York: Wadsworth.

Lever-Duffy, J., McDonald, J. B., & Mizell, A. P. (2003). *Teaching and learning with technology.* Boston: Allyn & Bacon.

Lohr, L. L. (2007). *Creating graphics for learning and performance: Lessons in visual literacy* (2nd ed.). New York: Prentice Hall.

Marshall, J. M., & Rossett, A. (2000). Knowledge management for school-based educators. In J. M. Spector & T. M. Anderson (Eds.), *Integrated and holistic perspectives on learning, instruction and technology: Understanding complexity* (pp. 19-34). Dordrecht: Kluwer.

Maxwell, J. A. (2004). *Qualitative research design: An interactive approach*. Sage Publications, Incorporated.

Mayer, R. (2009). *Multimedia Learning* (2nd ed.). New York, NY: Cambridge University Press.

Moline, S. (1997). *I See what you mean: Children at work with visual information.* New York: Celebration Press.

Morecroft, D. W., & Sterman, J. D. (Eds.). (1994). *Modeling for learning organizations*. Portland, OR: Productivity Press.

Morrison, G. R., Kemp, J. E., and Ross, S. M. (2006). *Designing effective instruction*. New York: Wiley.

Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Norton, P., & Sprague, D. (2001). *Technology for teaching.* Boston: Allyn & Bacon.

Norton, P., & Wiburg, K. M. (2003). *Teaching with technology: Designing opportunities to learn* (2nd ed.). California: Thomson.

O'Shea, D. J., O'Shea, L. J., Algozzine, R., & Hammitte, D. J. (2001). *Families and teachers of individuals with disabilities.* Boston: Allyn & Bacon.

Patton, M. Q. (2001). *Qualitative research & evaluation methods*. Sage Publications, Incorporated.

Phillips, J., and Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators.* New York: McGraw-Hill.

Phillips, J. (1997). *Handbook of training evaluation and measurement methods* (3rd ed.). New York: Gulf Professional Publishing.

Phillips, J. (2003). *Return on investment in training and performance improvement programs*, 2nd. ed. New York: Butterworth-Heinemann.

Pike, R. W. (2003). *Creative training techniques handbook: Tips, tactics, and how-to's for delivering effective training* (3rd ed.). New York: Human Resource Development Press.

Piskurich, G. M. (2002) *HPI essentials*. Alexandria, VA: American Society for Training and Development

Piskurich, G. M., Beckschi, P., and Hall, B. (1999). *The ASTD handbook of training design and delivery* (2nd ed.). New York: McGraw-Hill.

Piskurich, G. M. (2006). *Rapid instructional design: Learning ID fast and right.* New York: Pfeiffer.

Posavac, E. J. (2010). *Program evaluation: Methods and case studies* (8th ed.). Pearson.

Prentice Hall Test Manager: *A comprehensives suite of tools for testing and assessment*. [Computer software]. (2000). (Version 4.2). Prentice Hall.

Reiser, R. A., & Dempsey, J. V. (2002). *Trends and issues in instructional design technology.* New Jersey: Merrill/ Prentice Hall.

Richey, R. C., Fields, D. C., & Foxon, M. (Eds.). (2000). *Instructional design competencies: The standards* (3rd ed.). Syracuse, NY: ERIC Clearinghouse on Information and Technology and the International Board of Standards for Training, Performance and Instruction.

Roblyer, M. (2003). *Integrating educational technology into teaching* (3rd. ed.). Colombus: Merrill/ Prentice Hall.

Roblyer, M. (2003). *Starting out on the Internet: A learning journey for teachers* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Rossett, A. and Schafer, L. (2006). *Job aids and performance support: Moving from knowledge in the classroom to knowledge everywhere.* New York: Pfeiffer.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (2003). *Evaluation: A systematic approach*. Sage Publications, Incorporated.

Rothwell, W. J. & Kazanas, H.C. (2008). Mastering the Instructional Design Process: A Systematic Approach, 4th ed., Pfeiffer.

Russ-Eft, D. F. and Preskill, H. (2001). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. New York: Perseus.

Russell, L. (2000). *Project management for trainers.* New York: ASTD.

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage Publications Limited.

Salomon, G. (Ed.). (1993). *Distributed cognitions: Psychological and educational considerations.* New York: Cambridge University Press.

Seel, N. M. (2004). *Curriculum, plans, and processes in instructional design: International perspectives.* New York: Lawrence Erlbaum.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday.

Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your web classroom.* Boston: Allyn & Bacon.

Silberman, M. & Auerback, C. (2006). *Active training: A handbook of techniques, designs, case examples, and tips.* New York: Pfeiffer.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education*. 5th ed., Allyn & Bacon/Pearson.

Smith, P. L. (2004). *Instructional design.* New York: Wiley.

Spector, J. M., & Anderson, T. M. (Eds.). (2000). *Integrated and holistic perspectives on learning, instruction and technology: Understanding complex domains.* Dordrecht: Kluwer Academic.

Stolovitch, H. (2002). *Telling ain't training.* New York: ASTD.

Thiagarajan, S. (2003). *Design your own games and activities: Thiagi's templates for performance improvement*. New York: Pfeiffer.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD.

Tomei, L. A. (2002). *The technology facade: Overcoming barriers to effective instructional technology.* Boston: Allyn & Bacon.

Van Den Aker, et. Al (2006). *Educational design research: The design, development and evaluation of programs, processes, and products.* New York: Routledge.

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance technology: A guide to improving people, process and performance* (3rd ed.). San Francisco, CA: Pfeiffer

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation* (3rd ed.). Jossey-Bass.

Wiley, D. A. (Ed.). (2002). *The instructional use of learning objects.* Bloomington, IN: Agency for Instructional Technology and the Association for Educational Communications and Technology.

Proposal date: 03/12/2013

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

Contact Person: Elena Novak, elena.novak@wku.edu, 745-4135

1. Identification of proposed course:

1.1 Prefix and number: ID 572
1.2 Title: Performance Improvement Analysis in the Workplace
1.3 Abbreviated title: Performance Improv Analysis
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: (L)-Lecture
1.6 Prerequisites/corequisites: ID 570 or instructor approval
1.7 Course catalog listing: Foundational information and activities to develop the skills necessary to be successful in completing performance systems analysis in a variety of workplace settings.

2. Rationale:

2.1 Reason for developing the proposed course:

According to the American Society for Training & Development (ASTD), applying human performance improvement principles are foundational competencies for instructional designers. However, the current ID program at WKU does not provide students with skills in the field of human performance improvement. After consulting with potential employers and ID specialists, and revisiting current trends and market requirements in the ID field, we propose to create ID 572 in order to provide students with foundational competencies in the field and prepare them to be effective training and development professionals.

The proposed course will engage students in analysis of performance systems, including gap and cause analysis, and selecting appropriate interventions to mitigate or resolve causal factors. Students will be able to apply a systematic process for analyzing human performance gaps and for closing them in a variety of settings.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment in the course is 8 to 11 students with a subsequent increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed ID 572 Performance Improvement Analysis in the Workplace course complements ID 560 Instructional Design Foundations since ID 560 provides students with an overview of various Human Performance Technology models, which they further explore in the proposed ID 572 Performance Improvement Analysis in the Workplace course. All other courses in the department focus specifically on improving teacher performance in P-12 educational settings. The orientation of the proposed ID 572

is to engage ID students in the analysis of systems and organizations as a prerequisite for the development of interventions to improve performance in the workplace.

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

The Department of Psychology offers several courses in the field of Industrial-Organizational Psychology including PSY 673 Advanced Training in Business and Industry, PSY 570 Job Analysis and Compensation, PSY 571 Personnel Psychology, and PSY 773 Employee Training and Development Issues for Organizational Leaders. While PSY 673 concerns human performance research and methods, PSY 570 emphasizes job analysis and compensation, PSY 571 emphasizes employee selection procedures, and PSY 773 reviews training needs assessment and issues in the design and development of training programs, the proposed ID 572 emphasizes a systematic analysis of systems and organizations and provides students with real-world problems often encountered by instructional designers.
The Department of Management offers BA 500 Management Dynamics focusing on organizational analysis through the understanding and management of behavior in organizations and BA 560 Contemporary Human Resources Management focusing on the current critical issues of human resource management including discussions on recruitment and selection techniques, performance appraisals, training, and development. Both BA 500 and BA 560 emphasize organizational management, while the proposed ID 572 Performance Improvement Analysis in the Workplace focuses on analyzing human performance, identifying performance gaps, and developing solutions to close them.

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

Comparing this course with other benchmark universities, the proposed ID 572 Performance Improvement Analysis in the Workplace course is similar to standard ID courses offered in other institutions. For example, Western Illinois University offers IDT 532 Fundamentals of Performance Technology for Instructional Designers and Technologists. California State University (Chico) offers CDES 475 Performance Analysis course. While both IDT 532 of Western Illinois University and CDES 475 of California State University (Chico) survey performance technology approaches and tools to improve the performance of individuals, work groups, and work processes, the proposed ID 572 will provide students with hands-on experience of conducting performance analysis for a "real-world" client, in addition to surveying various Human Performance Technology (HPT) models.

3. Discussion of proposed course:

3.1 Course Objectives:

At the end of this course, students will be able to make training and development recommendations that would improve human performance within an organization by using Performance Systems Analysis methodology to systematically identify performance issues, identify and analyze causes, and determine appropriate interventions. Specifically, students will be able to:

- Describe the history and emergence of the Human Performance Technology (HPT) field as it relates to training and development field
- Explain how key theories helped shape HPT
- Explain the purpose of HPT
- Describe the performance technology process utilized by training and development professionals
- Describe and apply key performance technology models
- Analyze a performance system and determine its major components

3.2 Content outline:

- Defining HPT
- Emergence of the HPT field
- HPT Principles & Processes
    - Identifying and clarifying key organizational goals, targets, or needs

- Developing performance measurement standards or criteria
- Determining the differences between the actual and desired performance level
- Identifying causes behind the performance gap
- Selecting interventions that can mitigate or eliminate the performance gap
- Identifying and involving key stakeholders throughout the entire change process
- Evaluating the impact of an intervention on individual or organization effectiveness

- HPT Profession
- Trends & Issues
- Systems Thinking

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as conducting research about a specific HPT model and preparing a presentation about key features of the model. Over the semester, students will carry out a performance systems analysis (PSA) project while learning about various HPT models. Students will interact with a project client and participate in meetings, presentations, observations, and communications relevant to their project. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based and problem-based, allowing for the demonstration of the skills of focus within the course.

1.4. Tentative texts and course materials:
Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance technology: A guide to improving people, process and performance* (3rd ed.). San Francisco, CA: Pfeiffer

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Current resources are adequate

5. Budget Implications:

5.1 Proposed method of staffing: Two full-time Instructional Design faculty members were employed exclusively to deliver the Instructional Design program. In addition, several qualified part-time instructors have been identified who could also teach the course if needed.

5.2 Special equipment needed: No special equipment is needed

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	March 22, 2013
CEBS Curriculum Committee	April 2, 2013
Graduate Council	04/11/2013
University Senate	_____

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

Date: 02/02/2013

Proposed Course Name and Number: ID 572 Performance Improvement Analysis in the Workplace

Current Library holdings in support of the course are:

___X___ adequate **_____ inadequate***

_____ library resources not needed for course**

*** Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.**

**** Library is not responsible for supporting course if this option is chosen.**

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

British Journal of Educational Technology
Educational technology Research and Development
The Internet and Higher Education
Journal of Computer-Assisted Learning

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/library/dlps/subject_librarians.php

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
http://www.wku.edu/senate/committees/university_curriculum_committee.php

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

Bibliography

Beich, E. (2005). *Training for dummies.* New York: For Dummies.

Bersin, J. (2008). *The training measurement book: Best practices, proven methodologies, and practical approaches*. San Francisco, CA: Pfeiffer.

Burmark, L. (2002). *Visual literacy: Learn to see, see to learn.* New York: AASD.

Caffarella, R. S. (2001). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). New York: Jossey-Bass.

Calori, C., Chermayeff, I. (2007). *Signage and wayfinding design: A complete guide for creating environmental graphic design systems*. New York: Wiley and Sons.

Campbell, C.A. (2007). *The One-page Project Manager*, John Wiley & Sons.

Capron, H. (2000). *Computers: Tools for an information age.* New Jersey: Prentice Hall.

Charles, L. C. (1997). *Instant trainer.* New York: McGraw-Hill.

Clark, R. (1999). *Developing technical training: A structured approach for developing classroom and computer-based instructional materials*. New York: Pfeiffer.

Clark, R. (2004). *Graphics for learning: Proven guidelines for planning, designing, and evaluating visuals in training materials.* New York: Pfeiffer.

Clark, R. (2005). *Efficiency in learning: Evidence-based guidelines to manage cognitive load.* New York: Pfeiffer.

Clark, R. C., & Mayer, R. E. (2011). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Pfeiffer.

Cobb, A.T. (2006). *Leading Project Teams*, Sage Publications

Conway, K., & Charney, C. (2004). *The trainer's toolkit.* New York: AMACOM.

Desberg, P., & Fisher, F. *Teaching* with technology: A web-based resource for teachers [Computer software]. Allyn & Bacon.

Dettmer, P., Dyck, N., & Thurston, L. P. (2002). *Consultation, collaboration, and teamwork.* Boston: Allyn & Bacon.

Ertmer, P. A., & Quinn, J. (2006). *The ID casebook: Case studies in instructional*

Design (3rd ed.). New Jersey: Merrill/ Prentice Hall.

Fishbaugh, M. E. (1997). *Models of collaboration.* Boston: Allyn & Bacon.

Foshay, W. R., Silber, K. H., and Stelnicki, M. (2003). *Writing training materials that work: How to train anyone to do anything*. New York: Pfeiffer.

Frank, D. (1996). *Terrific training materials: High impact graphic designs for workbooks, handouts, instructor guides, and job aids.* New York: HRD Press.

Ganesan, R., Edmonds, G., & Ganesan, J. M. (2001). The changing nature of instructional design for networked learning. In C. Jones & C. Steeples (Eds.), *Networked learning in higher education* (pp. 93-109). Berlin: Springer-Verlag.

Grabe, M., & Grabe, C. (2001). *Integrating technology for meaningful learning: Vol. 1* (3rd ed.). Boston: Houghton Mifflin.

Greer, Michael. (1992). *ID project management: Tools and techniques for instructional designers and developers.* Englewood Cliffs, NJ: Educational Technology Publications.

Greif, I. (Ed.). (1988). *Computer-supported cooperative work: A book of readings*. San Mateo, CA: Morgan Kaufmann, 1988.

Gunter, M. A., Estes, T. H., and Mintz, S. L. (2006). *Instruction: A models approach* (5th ed.). New York: Allyn & Bacon.

Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development.* New York: Learning Edge.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning* (7th ed.). New Jersey: Pearson Education.

Horton, W. (2000). *Designing web-based training: How to teach anyone anything anywhere anytime*. New York: Wiley.

Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development.* Boston: McGraw Hill.

Johnson, B., & Christensen, L. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed). Sage Publications, Incorporated.

Jonassen, D.H., Tessmer, M., & Hannum, W.H. (1999). *Task analysis methods for instructional design*. Mahway, NJ: Lawrence Erlbaum Associates.

Keating, M., Wiles, J., & Piazza, M. W. (2002). *Learning webs: Curriculum journeys on the Internet.* New Jersey: Merrill/ Prentice Hall.

Keirns, J. L. (1999). *Designs for self-instruction: Principles, processes, and issues in developing self-directed learning.* Boston: Allyn & Bacon.

Kirkpatrick, D. L. (2006). *Evaluating training programs: The four levels* (3rd. ed.). New York: Berrett-Hoehler.

Knowles, M. S., Holton, E. F., Swanson, R. A. (2005). *The adult learner* (6th ed.). New York: Butterworth-Heinemann.

Ko, S., & Rossen, S. (2001). *Teaching online: A practical guide.* Boston: Houghton Mifflin.

Lee, William W. & Owens, Diana L. (2000). *Multimedia-based instructional design: Computer-based training, web-based training, distance broadcast training*. San Francisco, CA: Jossey-Bass Pfeiffer.

Leshin, C. B. (1998). *Focus on curriculum integration through Internet activities.* Boston: Allyn & Bacon.

Lester, P M. (2005). *Visual communication: Images with messages.* New York: Wadsworth.

Lever-Duffy, J., McDonald, J. B., & Mizell, A. P. (2003). *Teaching and learning with technology.* Boston: Allyn & Bacon.

Lohr, L. L. (2007). *Creating graphics for learning and performance: Lessons in visual literacy* (2nd ed.). New York: Prentice Hall.

Marshall, J. M., & Rossett, A. (2000). Knowledge management for school-based educators. In J. M. Spector & T. M. Anderson (Eds.), *Integrated and holistic perspectives on learning, instruction and technology: Understanding complexity* (pp. 19-34). Dordrecht: Kluwer.

Maxwell, J. A. (2004). *Qualitative research design: An interactive approach*. Sage Publications, Incorporated.

Mayer, R. (2009). *Multimedia Learning* (2nd ed.). New York, NY: Cambridge University Press.

Moline, S. (1997). *I See what you mean: Children at work with visual information.* New York: Celebration Press.

Morecroft, D. W., & Sterman, J. D. (Eds.). (1994). *Modeling for learning organizations*. Portland, OR: Productivity Press.

Morrison, G. R., Kemp, J. E., and Ross, S. M. (2006). *Designing effective instruction*. New York: Wiley.

Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Norton, P., & Sprague, D. (2001). *Technology for teaching.* Boston: Allyn & Bacon.

Norton, P., & Wiburg, K. M. (2003). *Teaching with technology: Designing opportunities to learn* (2nd ed.). California: Thomson.

O'Shea, D. J., O'Shea, L. J., Algozzine, R., & Hammitte, D. J. (2001). *Families and teachers of individuals with disabilities.* Boston: Allyn & Bacon.

Patton, M. Q. (2001). *Qualitative research & evaluation methods*. Sage Publications, Incorporated.

Phillips, J., and Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators.* New York: McGraw-Hill.

Phillips, J. (1997). *Handbook of training evaluation and measurement methods* (3rd ed.). New York: Gulf Professional Publishing.

Phillips, J. (2003). *Return on investment in training and performance improvement programs*, 2nd. ed. New York: Butterworth-Heinemann.

Pike, R. W. (2003). *Creative training techniques handbook: Tips, tactics, and how-to's for delivering effective training* (3rd ed.). New York: Human Resource Development Press.

Piskurich, G. M. (2002) *HPI essentials*. Alexandria, VA: American Society for Training and Development

Piskurich, G. M., Beckschi, P., and Hall, B. (1999). *The ASTD handbook of training design and delivery* (2nd ed.). New York: McGraw-Hill.

Piskurich, G. M. (2006). *Rapid instructional design: Learning ID fast and right.* New York: Pfeiffer.

Posavac, E. J. (2010). *Program evaluation: Methods and case studies* (8th ed.). Pearson.

Prentice Hall Test Manager: *A comprehensives suite of tools for testing and assessment*. [Computer software]. (2000). (Version 4.2). Prentice Hall.

Reiser, R. A., & Dempsey, J. V. (2002). *Trends and issues in instructional design technology.* New Jersey: Merrill/ Prentice Hall.

Richey, R. C., Fields, D. C., & Foxon, M. (Eds.). (2000). *Instructional design competencies: The standards* (3rd ed.). Syracuse, NY: ERIC Clearinghouse on Information and Technology and the International Board of Standards for Training, Performance and Instruction.

Roblyer, M. (2003). *Integrating educational technology into teaching* (3rd. ed.). Colombus: Merrill/ Prentice Hall.

Roblyer, M. (2003). *Starting out on the Internet: A learning journey for teachers* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Rossett, A. and Schafer, L. (2006). *Job aids and performance support: Moving from knowledge in the classroom to knowledge everywhere.* New York: Pfeiffer.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (2003). *Evaluation: A systematic approach*. Sage Publications, Incorporated.

Rothwell, W. J. & Kazanas, H.C. (2008). Mastering the Instructional Design Process: A Systematic Approach, 4th ed., Pfeiffer.

Russ-Eft, D. F. and Preskill, H. (2001). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. New York: Perseus.

Russell, L. (2000). *Project management for trainers.* New York: ASTD.

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage Publications Limited.

Salomon, G. (Ed.). (1993). *Distributed cognitions: Psychological and educational considerations.* New York: Cambridge University Press.

Seel, N. M. (2004). *Curriculum, plans, and processes in instructional design: International perspectives.* New York: Lawrence Erlbaum.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday.

Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your web classroom.* Boston: Allyn & Bacon.

Silberman, M. & Auerback, C. (2006). *Active training: A handbook of techniques, designs, case examples, and tips.* New York: Pfeiffer.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education*. 5th ed., Allyn & Bacon/Pearson.

Smith, P. L. (2004). *Instructional design.* New York: Wiley.

Spector, J. M., & Anderson, T. M. (Eds.). (2000). *Integrated and holistic perspectives on learning, instruction and technology: Understanding complex domains.* Dordrecht: Kluwer Academic.

Stolovitch, H. (2002). *Telling ain't training.* New York: ASTD.

Thiagarajan, S. (2003). *Design your own games and activities: Thiagi's templates for performance improvement*. New York: Pfeiffer.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD.

Tomei, L. A. (2002). *The technology facade: Overcoming barriers to effective instructional technology.* Boston: Allyn & Bacon.

Van Den Aker, et. Al (2006). *Educational design research: The design, development and evaluation of programs, processes, and products.* New York: Routledge.

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance technology: A guide to improving people, process and performance* (3rd ed.). San Francisco, CA: Pfeiffer

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation* (3rd ed.). Jossey-Bass.

Wiley, D. A. (Ed.). (2002). *The instructional use of learning objects.* Bloomington, IN: Agency for Instructional Technology and the Association for Educational Communications and Technology.

Proposal date: 03/12/2013

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

Contact Person: Elena Novak, elena.novak@wku.edu, 745-4135

1. Identification of proposed course:

1.1. **Prefix and number:** ID 575
1.2. **Title:** Special Topics in Instructional Design
1.3. **Abbreviated title:** Special Topics in ID
1.4. **Credit hours and contact hours:** 1-6
1.5. **Type of course:** S, I, C
1.6. **Prerequisites:** ID 570 and permission of instructor
1.7. **Course catalog listing:** An in-depth examination of a topic of current interest and relevance to instructional design professionals; can be repeated for a maximum of 6 hours.

2. Rationale:

2.1. Reason for developing the proposed course: A course of this type with content that will vary with the needs of the profession and will meet a need in a timely manner. By addressing current topics, the program can provide an immediate response to issues that are needed to help those within the instructional design area. In addition, the proposed ID 575 will allow for program flexibility to meet the needs of students who already work in the ID field and are seeking credentials at WKU. This is an elective course that can be taken after completing ID 560 and ID 570 core courses. By that time, ID students will have a sufficient background in Instructional Design in order to select and explore additional topics in ID to meet their academic and professional needs. Some examples of possible topics include game-based learning, learning objects, and e-learning in instructional design.

2.2. Projected enrollment in the proposed course: 15-20 based on current and projected enrollment in the ID program.

2.3. Relationship of the proposed course to courses now offered by the department: Several programs in the department offer special topics courses such as LME 519 Special Topics in Educational Technology, EDU 695 Advanced Topics in Education, ENVE 585 Special Topics in Environmental Education, IECE 525 Special Topics in Interdisciplinary Early Childhood Education. While each of these courses focuses on special topics relevant to various programs within the department, none of them focuses on Instructional Design current topics.

2.4. Relationship of the proposed course to courses offered in other departments: Many other departments offer similar courses that examine contemporary issues in reference to the specific discipline. A few examples are: PH 469 Critical Issues in Health & Safety, GERM 555 Topics in Germanic Literature and Culture, and MLNG 480G Topics in Modern Language Cultures and Pedagogy**. These courses do not cover topics from the Instructional Design area of study.**

2.5. Relationship of the proposed course to courses offered in other institutions: **Comparing this course with other benchmark universities, m**ost universities offer an independent study or special topics course, i.e., Towson University offers ISTC 674 Special Topics in Instructional Technologies, and University of Northern Iowa offers INSTTECH 5286 Studies in Media.

3. Discussion of proposed course:

3.1. Course objectives: Specific objectives will be determined when the course topic is identified. In general, the objectives will be:

- Explore a topic of current interest in instructional design
- Develop assessment skills in a targeted area of instructional design
- Develop intervention skills in a targeted area of instructional design

3.2. Content outline: Detailed outline cannot be specified due to the nature of the course. The outline will be specified when the course topic is identified.

3.3. Student expectations and requirements: Student learning will be evaluated based on research papers, projects, and exams, as appropriate to the specific topic or issue addressed.

3.4. Tentative texts and course materials: Text and course materials will change as the topic changes. The following textbook that surveys recent trends and issues in instructional design will serve as a starting point for further readings.

Reiser, R.A., & Dempsey, J.V. (Eds.) (2012). *Trends and Issues in Instructional Design and Technology* (3rd ed.). Saddle River, NJ: Pearson Education.

4. Resources:

4.1. Library resources: Library resources are adequate for the course.
4.2. Computer resources: Current resources are adequate

5. Budget implications:

5.1. Proposed method of staffing: Two full-time Instructional Design faculty members were employed exclusively to deliver the Instructional Design program. In addition, several qualified part-time instructors have been identified who could also teach the course if needed.
5.2. Special equipment needed: No special equipment is needed
5.3. Expendable materials needed: none
5.4. Laboratory materials needed: none

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	March 22, 2013
CEBS Curriculum Committee	April 2, 2013
Graduate Council	04/11/2013
University Senate	_____

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

LIBRARY RESOURCES, page 1 of 2

Revised April 2008

Date: 02/02/2013

Proposed Course Name and Number: ID 575 Special Topics in ID

Current Library holdings in support of the course are:

_____X_____ adequate **_____ inadequate***

_____ library resources not needed for course**

*** Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.**

**** Library is not responsible for supporting course if this option is chosen.**

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

British Journal of Educational Technology
Educational technology Research and Development
The Internet and Higher Education
Journal of Computer-Assisted Learning

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/library/dlps/subject_librarians.php

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
http://www.wku.edu/senate/committees/university_curriculum_committee.php

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

Bibliography

Beich, E. (2005). *Training for dummies.* New York: For Dummies.

Bersin, J. (2008). *The training measurement book: Best practices, proven methodologies, and practical approaches*. San Francisco, CA: Pfeiffer.

Burmark, L. (2002). *Visual literacy: Learn to see, see to learn.* New York: AASD.

Caffarella, R. S. (2001). *Planning programs for adult learners: A practical guide for educators*, *trainers, and staff developers* (2nd ed.). New York: Jossey-Bass.

Calori, C., Chermayeff, I. (2007). *Signage and wayfinding design: A complete guide for creating environmental graphic design systems*. New York: Wiley and Sons.

Campbell, C.A. (2007). *The One-page Project Manager*, John Wiley & Sons.

Capron, H. (2000). *Computers: Tools for an information age.* New Jersey: Prentice Hall.

Charles, L. C. (1997). *Instant trainer.* New York: McGraw-Hill.

Clark, R. (1999). *Developing technical training: A structured approach for developing classroom and computer-based instructional materials*. New York: Pfeiffer.

Clark, R. (2004). *Graphics for learning: Proven guidelines for planning, designing, and evaluating visuals in training materials.* New York: Pfeiffer.

Clark, R. (2005). *Efficiency in learning: Evidence-based guidelines to manage cognitive load.* New York: Pfeiffer.

Clark, R. C., & Mayer, R. E. (2011). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Pfeiffer.

Cobb, A.T. (2006). *Leading Project Teams*, Sage Publications

Conway, K., & Charney, C. (2004). *The trainer's toolkit.* New York: AMACOM.

Desberg, P., & Fisher, F. *Teaching* with technology: A web-based resource for teachers [Computer software]. Allyn & Bacon.

Dettmer, P., Dyck, N., & Thurston, L. P. (2002). *Consultation, collaboration, and teamwork.* Boston: Allyn & Bacon.

Ertmer, P. A., & Quinn, J. (2006). *The ID casebook: Case studies in instructional*

Design (3rd ed.). New Jersey: Merrill/ Prentice Hall.

Fishbaugh, M. E. (1997). *Models of collaboration.* Boston: Allyn & Bacon.

Foshay, W. R., Silber, K. H., and Stelnicki, M. (2003). *Writing training materials that work: How to train anyone to do anything*. New York: Pfeiffer.

Frank, D. (1996). *Terrific training materials: High impact graphic designs for workbooks, handouts, instructor guides, and job aids.* New York: HRD Press.

Ganesan, R., Edmonds, G., & Ganesan, J. M. (2001). The changing nature of instructional design for networked learning. In C. Jones & C. Steeples (Eds.), *Networked learning in higher education* (pp. 93-109). Berlin: Springer-Verlag.

Grabe, M., & Grabe, C. (2001). *Integrating technology for meaningful learning: Vol. 1* (3rd ed.). Boston: Houghton Mifflin.

Greer, Michael. (1992). *ID project management: Tools and techniques for instructional designers and developers.* Englewood Cliffs, NJ: Educational Technology Publications.

Greif, I. (Ed.). (1988). *Computer-supported cooperative work: A book of readings*. San Mateo, CA: Morgan Kaufmann, 1988.

Gunter, M. A., Estes, T. H., and Mintz, S. L. (2006). *Instruction: A models approach* (5th ed.). New York: Allyn & Bacon.

Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development.* New York: Learning Edge.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning* (7th ed.). New Jersey: Pearson Education.

Horton, W. (2000). *Designing web-based training: How to teach anyone anything anywhere anytime*. New York: Wiley.

Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development.* Boston: McGraw Hill.

Johnson, B., & Christensen, L. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed). Sage Publications, Incorporated.

Jonassen, D.H., Tessmer, M., & Hannum, W.H. (1999). *Task analysis methods for instructional design*. Mahway, NJ: Lawrence Erlbaum Associates.

Keating, M., Wiles, J., & Piazza, M. W. (2002). *Learning webs: Curriculum journeys on the Internet.* New Jersey: Merrill/ Prentice Hall.

Keirns, J. L. (1999). *Designs for self-instruction: Principles, processes, and issues in developing self-directed learning.* Boston: Allyn & Bacon.

Kirkpatrick, D. L. (2006). *Evaluating training programs: The four levels* (3rd. ed.). New York: Berrett-Hoehler.

Knowles, M. S., Holton, E. F., Swanson, R. A. (2005). *The adult learner* (6th ed.). New York: Butterworth-Heinemann.

Ko, S., & Rossen, S. (2001). *Teaching online: A practical guide.* Boston: Houghton Mifflin.

Lee, William W. & Owens, Diana L. (2000). *Multimedia-based instructional design: Computer-based training, web-based training, distance broadcast training*. San Francisco, CA: Jossey-Bass Pfeiffer.

Leshin, C. B. (1998). *Focus on curriculum integration through Internet activities.* Boston: Allyn & Bacon.

Lester, P M. (2005). *Visual communication: Images with messages.* New York: Wadsworth.

Lever-Duffy, J., McDonald, J. B., & Mizell, A. P. (2003). *Teaching and learning with technology.* Boston: Allyn & Bacon.

Lohr, L. L. (2007). *Creating graphics for learning and performance: Lessons in visual literacy* (2nd ed.). New York: Prentice Hall.

Marshall, J. M., & Rossett, A. (2000). Knowledge management for school-based educators. In J. M. Spector & T. M. Anderson (Eds.), *Integrated and holistic perspectives on learning, instruction and technology: Understanding complexity* (pp. 19-34). Dordrecht: Kluwer.

Maxwell, J. A. (2004). *Qualitative research design: An interactive approach*. Sage Publications, Incorporated.

Mayer, R. (2009). *Multimedia Learning* (2nd ed.). New York, NY: Cambridge University Press.

Moline, S. (1997). *I See what you mean: Children at work with visual information.* New York: Celebration Press.

Morecroft, D. W., & Sterman, J. D. (Eds.). (1994). *Modeling for learning organizations*. Portland, OR: Productivity Press.

Morrison, G. R., Kemp, J. E., and Ross, S. M. (2006). *Designing effective instruction*. New York: Wiley.

Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Norton, P., & Sprague, D. (2001). *Technology for teaching.* Boston: Allyn & Bacon.

Norton, P., & Wiburg, K. M. (2003). *Teaching with technology: Designing opportunities to learn* (2nd ed.). California: Thomson.

O'Shea, D. J., O'Shea, L. J., Algozzine, R., & Hammitte, D. J. (2001). *Families and teachers of individuals with disabilities.* Boston: Allyn & Bacon.

Patton, M. Q. (2001). *Qualitative research & evaluation methods*. Sage Publications, Incorporated.

Phillips, J., and Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators.* New York: McGraw-Hill.

Phillips, J. (1997). *Handbook of training evaluation and measurement methods* (3rd ed.). New York: Gulf Professional Publishing.

Phillips, J. (2003). *Return on investment in training and performance improvement programs*, 2nd. ed. New York: Butterworth-Heinemann.

Pike, R. W. (2003). *Creative training techniques handbook: Tips, tactics, and how-to's for delivering effective training* (3rd ed.). New York: Human Resource Development Press.

Piskurich, G. M. (2002) *HPI essentials*. Alexandria, VA: American Society for Training and Development

Piskurich, G. M., Beckschi, P., and Hall, B. (1999). *The ASTD handbook of training design and delivery* (2nd ed.). New York: McGraw-Hill.

Piskurich, G. M. (2006). *Rapid instructional design: Learning ID fast and right.* New York: Pfeiffer.

Posavac, E. J. (2010). *Program evaluation: Methods and case studies* (8th ed.). Pearson.

Prentice Hall Test Manager: *A comprehensives suite of tools for testing and assessment*. [Computer software]. (2000). (Version 4.2). Prentice Hall.

Reiser, R. A., & Dempsey, J. V. (2002). *Trends and issues in instructional design technology.* New Jersey: Merrill/ Prentice Hall.

Richey, R. C., Fields, D. C., & Foxon, M. (Eds.). (2000). *Instructional design competencies: The standards* (3rd ed.). Syracuse, NY: ERIC Clearinghouse on Information and Technology and the International Board of Standards for Training, Performance and Instruction.

Roblyer, M. (2003). *Integrating educational technology into teaching* (3rd. ed.). Colombus: Merrill/ Prentice Hall.

Roblyer, M. (2003). *Starting out on the Internet: A learning journey for teachers* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Rossett, A. and Schafer, L. (2006). *Job aids and performance support: Moving from knowledge in the classroom to knowledge everywhere.* New York: Pfeiffer.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (2003). *Evaluation: A systematic approach*. Sage Publications, Incorporated.

Rothwell, W. J. & Kazanas, H.C. (2008). Mastering the Instructional Design Process: A Systematic Approach, 4th ed., Pfeiffer.

Russ-Eft, D. F. and Preskill, H. (2001). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. New York: Perseus.

Russell, L. (2000). *Project management for trainers.* New York: ASTD.

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage Publications Limited.

Salomon, G. (Ed.). (1993). *Distributed cognitions: Psychological and educational considerations.* New York: Cambridge University Press.

Seel, N. M. (2004). *Curriculum, plans, and processes in instructional design: International perspectives.* New York: Lawrence Erlbaum.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday.

Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your web classroom.* Boston: Allyn & Bacon.

Silberman, M. & Auerback, C. (2006). *Active training: A handbook of techniques, designs, case examples, and tips.* New York: Pfeiffer.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education*. 5th ed., Allyn & Bacon/Pearson.

Smith, P. L. (2004). *Instructional design.* New York: Wiley.

Spector, J. M., & Anderson, T. M. (Eds.). (2000). *Integrated and holistic perspectives on learning, instruction and technology: Understanding complex domains.* Dordrecht: Kluwer Academic.

Stolovitch, H. (2002). *Telling ain't training.* New York: ASTD.

Thiagarajan, S. (2003). *Design your own games and activities: Thiagi's templates for performance improvement*. New York: Pfeiffer.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD.

Tomei, L. A. (2002). *The technology facade: Overcoming barriers to effective instructional technology.* Boston: Allyn & Bacon.

Van Den Aker, et. Al (2006). *Educational design research: The design, development and evaluation of programs, processes, and products.* New York: Routledge.

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance technology: A guide to improving people, process and performance* (3rd ed.). San Francisco, CA: Pfeiffer

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation* (3rd ed.). Jossey-Bass.

Wiley, D. A. (Ed.). (2002). *The instructional use of learning objects.* Bloomington, IN: Agency for Instructional Technology and the Association for Educational Communications and Technology.

Proposal date: 02/01/2013

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

Contact Person: Xiaoxia "Silvie" Huang, xiaoxia.huang@wku.edu, 270-745-4322

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: ID 588
1.2 Course title: Multimedia Design
1.3 Abbreviated course title: Multimedia Design
1.4 Credit hours and contact hours: 3.0
1.5 Type of course: (L)-Lecture
1.6 Prerequisites: ID 560 and ID 570, or instructor approval
1.7 Course catalog listing: Application of multimedia design principles in educational and training settings. Students will design and develop a multimedia instructional or training module for business and industry, government, military, P-12, and higher educational institutions.

2. Rationale:

2.1 Reason for developing the proposed course:
The proposed course aligns with the WKU mission of providing students with opportunities to become productive and engaged leaders in a global society, and it will better equip students with the competencies and skills that are expected of instructional designers. We have consulted with potential employers and an ID advisory board with members of rich training experiences, and it was identified that industry standard media and technology skills are highly employable skills for instructional design students. The proposed course will allow students to apply principles and best practices of multimedia design to producing an interactive instructional or training module using appropriate software applications. The proposed course is necessary because it enhances and complements the skills and competencies students acquire in the other courses offered by the Instructional Design program. A multimedia design course is widely offered in instructional design programs across different institutions. However, WKU currently does not have such a course that meets the requirement of skills and competencies expected of the students in the Instructional Design programs.

2.2 Proposed enrollment for the proposed course:
Estimated initial enrollment in the course is 8 to 11 students with a subsequent increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department:
The proposed ID 588 Multimedia Design course complements LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 550 Emerging Technology in Education in the MS in Library Media Education program. LME 537 Principles of Educational Technology Applications requires evaluation and utilization of software applications for

instruction and instructional management. LME 545 Educational Technology Production requires development of electronic prototypes using a variety of software and hardware. LME 550 Emerging Technology in Education includes an examination of new and emerging technologies in P-12 learning environments. The content of the above courses is more aligned with P-12 classroom settings. The proposed ID 588 is different because it focuses on applying principles and strategies of multimedia design, interface design, and visual design to producing and evaluating multimedia products in a variety of settings, such as business and industry, government, military, and higher educational institutions. The proposed ID 588 will also use industry standard computer software of which most employers expect instructional designers to be proficient users.

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

One graduate level course offered by the Department of Modern Languages, MLNG 420G Multimedia Technologies in Teaching Foreign Languages, focuses on teaching foreign languages. The proposed ID 588 course focuses on multimedia design and development in a broad instructional or training setting, including business and industry, government, military, and higher educational institutions. Several departments offer undergraduate courses that cover some of the topics in the proposed ID 588 course. For example, School of Journalism and Broadcasting offers JOUR 362 Web Narratives, JOUR 343 Print Design, Production and Typography, and JOUR 261 Introduction to Multimedia; Department of Art offers Art 430 Graphic Design and ART 436 Electronic Illustration. However, these undergraduate level courses do not meet the needs of the Master of Science in Instructional Design program.

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

A multimedia course is typically offered in Instructional Design and Technology programs across different institutions. Indiana State University offers CIMT 625 Multimedia Design for Interactive Learning that focuses on instructional theory and interactive course development. Ball State University offers EDTE 652 Multimedia Web Design and Development for Education that emphasizes multimedia design in K-12 settings. University of Kentucky offers EDC 609 Interactive Multimedia and User Design, with a focus on theories and best practices related to multimedia research and interface design. Towson University offers ISTC 655 Multimedia Design that covers an overview of digital media and a laboratory task for students to create and edit media assets in instructional settings. The proposed ID 588 Multimedia Design course is different for these courses at other universities in its emphasis on project-based learning in instructional design settings. This ID 588 course is intended to equip students with practical skills and competencies in applying multimedia principles and best practices to designing, developing, and evaluating an "authentic" interactive multimedia module for settings such as business and industry, government, military, or higher educational institutions. The proposed ID 588 will also use industry standard computer software of which most employers expect instructional designers to be proficient users.

3. Discussion of proposed course:

3.1 Course Objectives:

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

- Interpret and apply copyright and intellectual property policies to multimedia development
- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting
- Examine and evaluate current software applications for multimedia development
- Design, develop and evaluate a multimedia module using appropriate software applications in training settings

3.2 Content outline:

- Introduction to multimedia design
- Copyright, fair use, and intellectual property issues for instructional designers
- Multimedia design principles

- Interface design principles
- Visual design principles
- Evaluating existing multimedia products for learning or training purposes
- Examining and selecting multimedia design software applications for instructional design projects
- Design specifications for instructional design projects
- Development of multimedia products for instructional design settings
- Publishing multimedia products
- Formative evaluation of multimedia products for learning or training purposes

3.3 Student expectations and requirements: Students may be assessed with a combination of the following assignments: reflection or group discussions on assigned topics, case analyses, evaluation and critique of multimedia products in instructional or training settings, presentation and writing report comparing and selecting multimedia design software applications, and design specification documents. The culminating project required of each student of the course is an effective and engaging multimedia module developed for an instructional or training setting. Final grade will be determined by the accumulation of scores of all the individual assignments and the final project.

3.4. Tentative texts and course materials:

Mayer, R. (2009). *Multimedia learning* (2nd ed.). New York, NY: Cambridge University Press.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Current resources are adequate.

5. Budget Implications:

5.1 Proposed method of staffing: One of the two full-time Instructional Design faculty members will teach this course. Two other qualified part-time instructors have been identified who could teach the course if needed.

5.2 Special equipment needed: No special equipment is needed.

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	March, 22, 2013
CEBS Curriculum Committee	April 2, 2013
Graduate Council	04/11/2013
University Senate	_____

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

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 02/02/2013

Proposed Course Name and Number: ID 588 Multimedia Design

Current Library holdings in support of the course are:

_____X____ adequate **_____ inadequate***

_____ library resources not needed for course**

*** Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.**

**** Library is not responsible for supporting course if this option is chosen.**

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

British Journal of Educational Technology
Educational technology Research and Development
The Internet and Higher Education
Journal of Computer-Assisted Learning

LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/library/dlps/subject_librarians.php

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
http://www.wku.edu/senate/committees/university_curriculum_committee.php

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

Bibliography

Beich, E. (2005). *Training for dummies.* New York: For Dummies.

Bersin, J. (2008). *The training measurement book: Best practices, proven methodologies, and practical approaches*. San Francisco, CA: Pfeiffer.

Burmark, L. (2002). *Visual literacy: Learn to see, see to learn.* New York: AASD.

Caffarella, R. S. (2001). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). New York: Jossey-Bass.

Calori, C., Chermayeff, I. (2007). *Signage and wayfinding design: A complete guide for creating environmental graphic design systems*. New York: Wiley and Sons.

Campbell, C.A. (2007). *The One-page Project Manager*, John Wiley & Sons.

Capron, H. (2000). *Computers: Tools for an information age.* New Jersey: Prentice Hall.

Charles, L. C. (1997). *Instant trainer.* New York: McGraw-Hill.

Clark, R. (1999). *Developing technical training: A structured approach for developing classroom and computer-based instructional materials.* New York: Pfeiffer.

Clark, R. (2004). *Graphics for learning: Proven guidelines for planning, designing, and evaluating visuals in training materials.* New York: Pfeiffer.

Clark, R. (2005). *Efficiency in learning: Evidence-based guidelines to manage cognitive load.* New York: Pfeiffer.

Clark, R. C., & Mayer, R. E. (2011). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning.* Pfeiffer.

Cobb, A.T. (2006). *Leading Project Teams*, Sage Publications

Conway, K., & Charney, C. (2004). *The trainer's toolkit.* New York: AMACOM.

Desberg, P., & Fisher, F. *Teaching* with technology: A web-based resource for teachers [Computer software]. Allyn & Bacon.

Dettmer, P., Dyck, N., & Thurston, L. P. (2002). *Consultation, collaboration, and teamwork.* Boston: Allyn & Bacon.

Ertmer, P. A., & Quinn, J. (2006). *The ID casebook: Case studies in instructional Design* (3rd ed.). New Jersey: Merrill/ Prentice Hall.

Fishbaugh, M. E. (1997). *Models of collaboration.* Boston: Allyn & Bacon.

Foshay, W. R., Silber, K. H., and Stelnicki, M. (2003). *Writing training materials that work: How to train anyone to do anything.* New York: Pfeiffer.

Frank, D. (1996). *Terrific training materials: High impact graphic designs for workbooks, handouts, instructor guides, and job aids.* New York: HRD Press.

Ganesan, R., Edmonds, G., & Ganesan, J. M. (2001). The changing nature of instructional design for networked learning. In C. Jones & C. Steeples (Eds.), *Networked learning in higher education* (pp. 93-109). Berlin: Springer-Verlag.

Grabe, M., & Grabe, C. (2001). *Integrating technology for meaningful learning: Vol. 1* (3rd ed.). Boston: Houghton Mifflin.

Greer, Michael. (1992). *ID project management: Tools and techniques for instructional designers and developers.* Englewood Cliffs, NJ: Educational Technology Publications.

Greif, I. (Ed.). (1988). *Computer-supported cooperative work: A book of readings.* San Mateo, CA: Morgan Kaufmann, 1988.

Gunter, M. A., Estes, T. H., and Mintz, S. L. (2006). *Instruction: A models approach* (5th ed.). New York: Allyn & Bacon.

Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development.* New York: Learning Edge.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning* (7th ed.). New Jersey: Pearson Education.

Horton, W. (2000). *Designing web-based training: How to teach anyone anything anywhere anytime.* New York: Wiley.

Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development.* Boston: McGraw Hill.

Johnson, B., & Christensen, L. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed). Sage Publications, Incorporated.

Jonassen, D.H., Tessmer, M., & Hannum, W.H. (1999). *Task analysis methods for instructional design.* Mahway, NJ: Lawrence Erlbaum Associates.

Keating, M., Wiles, J., & Piazza, M. W. (2002). *Learning webs: Curriculum journeys on the Internet*. New Jersey: Merrill/ Prentice Hall.

Keirns, J. L. (1999). *Designs for self-instruction: Principles, processes, and issues in developing self-directed learning*. Boston: Allyn & Bacon.

Kirkpatrick, D. L. (2006). *Evaluating training programs: The four levels* (3rd. ed.). New York: Berrett-Hoehler.

Knowles, M. S., Holton, E. F., Swanson, R. A. (2005). *The adult learner* (6th ed.). New York: Butterworth-Heinemann.

Ko, S., & Rossen, S. (2001). *Teaching online: A practical guide*. Boston: Houghton Mifflin.

Lee, William W. & Owens, Diana L. (2000). *Multimedia-based instructional design: Computer-based training, web-based training, distance broadcast training*. San Francisco, CA: Jossey-Bass Pfeiffer.

Leshin, C. B. (1998). *Focus on curriculum integration through Internet activities*. Boston: Allyn & Bacon.

Lester, P M. (2005). *Visual communication: Images with messages*. New York: Wadsworth.

Lever-Duffy, J., McDonald, J. B., & Mizell, A. P. (2003). *Teaching and learning with technology*. Boston: Allyn & Bacon.

Lohr, L. L. (2007). *Creating graphics for learning and performance: Lessons in visual literacy* (2nd ed.). New York: Prentice Hall.

Marshall, J. M., & Rossett, A. (2000). Knowledge management for school-based educators. In J. M. Spector & T. M. Anderson (Eds.), *Integrated and holistic perspectives on learning, instruction and technology: Understanding complexity* (pp. 19-34). Dordrecht: Kluwer.

Maxwell, J. A. (2004). *Qualitative research design: An interactive approach*. Sage Publications, Incorporated.

Mayer, R. (2009). *Multimedia Learning* (2nd ed.). New York, NY: Cambridge University Press.

Moline, S. (1997). *I See what you mean: Children at work with visual information.* New York: Celebration Press.

Morecroft, D. W., & Sterman, J. D. (Eds.). (1994). *Modeling for learning organizations.* Portland, OR: Productivity Press.

Morrison, G. R., Kemp, J. E., and Ross, S. M. (2006). *Designing effective instruction.* New York: Wiley.

Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Norton, P., & Sprague, D. (2001). *Technology for teaching.* Boston: Allyn & Bacon.

Norton, P., & Wiburg, K. M. (2003). *Teaching with technology: Designing opportunities to learn* (2nd ed.). California: Thomson.

O'Shea, D. J., O'Shea, L. J., Algozzine, R., & Hammitte, D. J. (2001). *Families and teachers of individuals with disabilities.* Boston: Allyn & Bacon.

Patton, M. Q. (2001). *Qualitative research & evaluation methods*. Sage Publications, Incorporated.

Phillips, J., and Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators.* New York: McGraw-Hill.

Phillips, J. (1997). *Handbook of training evaluation and measurement methods* (3rd ed.). New York: Gulf Professional Publishing.

Phillips, J. (2003). *Return on investment in training and performance improvement programs*, 2nd. ed. New York: Butterworth-Heinemann.

Pike, R. W. (2003). *Creative training techniques handbook: Tips, tactics, and how-to's for delivering effective training* (3rd ed.). New York: Human Resource Development Press.

Piskurich, G. M. (2002) *HPI essentials.* Alexandria, VA: American Society for Training and Development

Piskurich, G. M., Beckschi, P., and Hall, B. (1999). *The ASTD handbook of training design and delivery* (2nd ed.). New York: McGraw-Hill.

Piskurich, G. M. (2006). *Rapid instructional design: Learning ID fast and right.* New York: Pfeiffer.

Posavac, E. J. (2010). *Program evaluation: Methods and case studies* (8th ed.). Pearson.

Prentice Hall Test Manager: *A comprehensives suite of tools for testing and assessment.* [Computer software]. (2000). (Version 4.2). Prentice Hall.

Reiser, R. A., & Dempsey, J. V. (2002). *Trends and issues in instructional design technology.* New Jersey: Merrill/ Prentice Hall.

Richey, R. C., Fields, D. C., & Foxon, M. (Eds.). (2000). *Instructional design competencies: The standards* (3rd ed.). Syracuse, NY: ERIC Clearinghouse on Information and Technology and the International Board of Standards for Training, Performance and Instruction.

Roblyer, M. (2003). *Integrating educational technology into teaching* (3rd. ed.). Colombus: Merrill/ Prentice Hall.

Roblyer, M. (2003). *Starting out on the Internet: A learning journey for teachers* (2nd ed.). New Jersey: Merrill/ Prentice Hall.

Rossett, A. and Schafer, L. (2006). *Job aids and performance support: Moving from knowledge in the classroom to knowledge everywhere.* New York: Pfeiffer.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (2003). *Evaluation: A systematic approach.* Sage Publications, Incorporated.

Rothwell, W. J. & Kazanas, H.C. (2008). Mastering the Instructional Design Process: A Systematic Approach, 4th ed., Pfeiffer.

Russ-Eft, D. F. and Preskill, H. (2001). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change.* New York: Perseus.

Russell, L. (2000). *Project management for trainers.* New York: ASTD.

Saldaña, J. (2009). *The coding manual for qualitative researchers.* Sage Publications Limited.

Salomon, G. (Ed.). (1993). *Distributed cognitions: Psychological and educational considerations.* New York: Cambridge University Press.

Seel, N. M. (2004). *Curriculum, plans, and processes in instructional design: International perspectives.* New York: Lawrence Erlbaum.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday.

Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your web classroom.* Boston: Allyn & Bacon.

Silberman, M. & Auerback, C. (2006). *Active training: A handbook of techniques, designs, case examples, and tips.* New York: Pfeiffer.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education.* 5th ed., Allyn & Bacon/Pearson.

Smith, P. L. (2004). *Instructional design.* New York: Wiley.

Spector, J. M., & Anderson, T. M. (Eds.). (2000). *Integrated and holistic perspectives on learning, instruction and technology: Understanding complex domains.* Dordrecht: Kluwer Academic.

Stolovitch, H. (2002). *Telling ain't training.* New York: ASTD.

Thiagarajan, S. (2003). *Design your own games and activities: Thiagi's templates for performance improvement.* New York: Pfeiffer.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD.

Tomei, L. A. (2002). *The technology facade: Overcoming barriers to effective instructional technology.* Boston: Allyn & Bacon.

Van Den Aker, et. Al (2006). *Educational design research: The design, development and evaluation of programs, processes, and products.* New York: Routledge.

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance technology: A guide to improving people, process and performance* (3rd ed.). San Francisco, CA: Pfeiffer

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation* (3rd ed.). Jossey-Bass.

Wiley, D. A. (Ed.). (2002). *The instructional use of learning objects.* Bloomington, IN: Agency for Instructional Technology and the Association for Educational Communications and Technology.

Proposal Date: April 11, 2013

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

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, phone ext. 56581

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BA 536
1.2 Course title: **Metrics in Sustainability**
1.3 Abbreviated course title: Metrics in Sustainability
1.4 Credit hours and contact hours: 1.5/18.75
1.5 Type of course: Lecture
1.6 Prerequisites/corequisites: Admission to the MBA Program
1.7 Course catalog listing: Provides an understanding and experience with the processes for identifying and implementing sustainability goals, indicators and metrics in business operations. Explores metrics in the financial, environmental and social aspects of sustainability through approaches such as readings, cases, analysis, and lectures. Focuses on concepts such as triple bottom line, full cost analysis, life cycle assessment, systems-thinking, and carbon foot-printing.

.

2. Rationale:

2.1 Reason for developing the proposed course: The MBA curriculum has 8 required courses and 3 electives. This course on metrics has been taught as a temporary course and has been refined.
2.2 Projected enrollment in the proposed course: 25
2.3 Relationship of the proposed course to courses now offered by the department: This course is part of a series of courses in business sustainability offered as electives for those seeking advanced education in CSR topics and possible future certification. Faculty teaching in the Sustainability series meet to discuss optimum ways to coordinate their courses.
2.4 Relationship of the proposed course to courses offered in other departments: No business sustainability courses offered
2.5 Relationship of the proposed course to courses offered in other institutions: Stanford, Notre Dame, Yale, Northwestern, and Cornell are the top 5 MBA programs in the US with a series of sustainability and/or CSR courses similar to the WKU MBA series. Vanderbilt is the closest MBA program known to have a series of similar courses. No MBA program in KY is known to have a series of CSR/Sustainability courses. However, the UK School of International Commerce appears to be offering a course in Social Entrepreneurship.

3. Discussion of proposed course:

3.1 Course objectives:

- Survey and be able to apply the most current sustainability indicators and reporting tools used by businesses.
- Analyze business situations and benchmark the sustainability and CSR metrics and reporting required and/or advised.
- Critically analyze various current sustainability metrics and reports and identifying the challenges associated with them.
- Able to advise an employer to create a portfolio of CSR and sustainability metrics and reports including those that are required and those which might be currently voluntary.

3.2 Course content outline:
The course will cover the following topics:

- Sustainability goals (identification & implementation)
- Sustainability indicators & metrics (financial, environmental, & social)
- Triple bottom line
- Full cost analysis
- Life cycle assessment
- Systems-thinking
- Carbon foot-printing methodologies
- Utilization of measuring/reporting tools & resources

3.3 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to actively participate in class discussion. Students will be expected to engage in class discussion on assigned topics.

3.4 Tentative texts and course materials: Students will be exposed to actual CSR reports and policies. The readings will include books and articles such as:
- McDonough, William and Michael Braungart. Cradle to Cradle: remaking the way we make things. North Point Press. 2002.
- Porter, Michael E. and Mark R. Kramer. *Creating Shared Value*. Harvard Business Review. Jan/Feb. 2011.
- Meyer, Christopher and Julia Kirby. *Leadership in the Age of Transparency*. Harvard Business Review. April. 2010
- Bell, Ann Maria. *Taking Externalities Seriously: An Economic Perspective on the Precautionary Principle*. Redefining Progress for People, Nature, and the Economy. February 2002.

4. Resources:

4.1 Library resources: There will be no need for additional library resources.

4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.1 Proposed method of staffing: This course should load at the graduate level. No additional total staffing is required as it is a rotated elective. The MBA has 11 courses; 3 of which are electives. A set number of electives are offered each year and this will not increase that number. When a new elective is offered another is withdrawn from being offered in that year. Therefore, this creates a "net zero" impact on the number of courses offered.

5.2 Special equipment needed: There will be no need for special equipment.

5.3 Expendable materials needed: There will be no need for expendable materials.

5.4 Laboratory materials needed: There will be no need for laboratory materials.

6. Proposed term for implementation: 201320

7. Dates of prior committee approvals:

GFCB Graduate Committee	3/22/2013
Graduate Council	4-11-13 (by email vote 4-17-13)
University Senate	_____

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

BA 536 Works Cited

Textbook

McDonough, William and Michael Braungart. Cradle to Cradle: remaking the way we make things. North Point Press. 2002.

Readings/Resources

Bell, Ann Maria. *Taking Externalities Seriously: An Economic Perspective on the Precautionary Principle*. Redefining Progress for People, Nature, and the Economy. February 2002.

Daily, Alexander, Ehrlich, Goulder, Lubchenco, Matson, Mooney, Postel, Schneider, Tilman, and Woodwell. *Ecosystem Services: Benefits Supplied to Human Societies by Natural Ecosystems*. *Issues in Ecology*. Spring 1997.

Meyer, Christopher and Julia Kirby. *Leadership in the Age of Transparency*. Harvard Business Review. April 2010

Porter, Michael E. and Mark R. Kramer. *Creating Shared Value*. Harvard Business Review. Jan/Feb. 2011.

Receive
APR 0 2 2013
Graduate Studies
and Research

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 4/11/2013

1.1 **Proposed Course Name and Number:** BA 536 Metrics in Sustainability

Current Library holdings in support of the course are:

X **adequate** _____ **inadequate***

_____ **library resources not needed for course****

*** Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.**

**** Library is not responsible for supporting course if this option is chosen.**

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

Dr. Bob Hatfield
Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

Proposal Date: April 11, 2013

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

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, phone ext. 56581

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BA 537
1.2 Course title: **Sustainability & Social Entrepreneurism**
1.3 Abbreviated course title: Sustainability & Soc Entre
1.4 Credit hours and contact hours: 1.5/18.75
1.5 Type of course: Lecture
1.6 Prerequisites/corequisites: Admission to the MBA Program
1.7 Course catalog listing: Combines the resourcefulness of traditional entrepreneurship with a mission to change society offering insights that may stimulate ideas for more socially acceptable and sustainable business strategies and organizational structure.

2. Rationale:

2.1 Reason for developing the proposed course: The MBA curriculum has 8 required courses and 3 electives. This course has been taught as a temporary course and has been refined. Business entrepreneurs typically measure performance in profit and return, but social entrepreneurs also take into account a positive return to society. The thrust of the Sustainability movement in business organizations is moving toward sophisticated programs of "Corporate and Social Responsibility" (CSR). This course provides an important perspective as a stand-alone elective or as part of a series of graduate courses on CSR or business sustainability.
2.2 Elective for MBA students
2.3 Projected enrollment in the proposed course: 25
2.4 Relationship of the proposed course to courses now offered by the department: This course is part of a series of course offerings in business sustainability offered as electives for those seeking advanced education in CSR topics and possible future certification. Faculties teaching in the Sustainability series meet to discuss optimum ways to coordinate their courses.
2.5 Relationship of the proposed course to courses offered in other departments: No business sustainability courses offered
2.6 Relationship of the proposed course to courses offered in other institutions: Stanford, Notre Dame, Yale, Northwestern, and Cornell are the top 5 MBA programs in the US with a series of sustainability and/or CSR courses similar to the WKU MBA series. Vanderbilt is the closest MBA program known to have a series of similar courses. No MBA program in KY is known to have a series of CSR/Sustainability courses. However, the UK School of International Commerce appears to be offering a course in Social Entrepreneurship.

3. Discussion of proposed course:

3.1 Course objectives: Students will be able to demonstrate both understandings and application of these understandings in the area by being able to do the following in class discussion, case presentations, and written case analyses:

- define Social Entrepreneurship(SE)
- see opportunities for innovations in SE and appreciate prior innovations
- understand the global impact of SE
- identify the challenges and opportunities related to SE
- know about the issues related to financing SE ventures

3.2 Content outline:

- Definition of Social Entrepreneurship
  Relevance, Importance, and Impact

- Innovation in Social Entrepreneurship
- Global Impact
- Challenges and Opportunities
- Financing and Funding Social Ventures
  How do you do it?
- Applied Case Studies

3.3 Student expectations and requirements: Discussion will show understanding of the case and the quality of research conducted. Presentation of case analysis should be appropriate for graduate level students. A significant written analysis will be submitted which will integrate course learning.

3.4 Tentative texts and course materials:
"Case Studies in Social Entrepreneurship, 2nd Edition" (2011) *Hamschmidt, Pirson.* Students will then be given a set of cases which must be analyzed.

4. Resources:

4.1 Library resources: There will be no need for additional library resources.

4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.1 Proposed method of staffing: This course should load at the graduate level. No additional total staffing is required as it is a rotated elective. The MBA has 11 courses; 3 of which are electives. A set number of electives are offered each year and this will not increase that number. When a new elective is offered another is withdrawn from being offered in that year. Therefore, this creates a "net zero" impact on the number of courses offered.

5.2 Special equipment needed: There will be no need for special equipment.

5.3 Expendable materials needed: There will be no need for expendable materials.

5.4 Laboratory materials needed: There will be no need for laboratory materials.

6. Proposed term for implementation: 201320

7. Dates of prior committee approvals:

GFCB Graduate Committee	____3/22/2013_____
Graduate Council	04/11/2013
University Senate	_____

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

BA 537 Works Cited

Hamschmidt, Josh and Pirson, Michael. "Case Studies in Social Entrepreneurship and Sustainability, 2nd Edition" (2011). Sheffield, UK: Greenleaf Publishing. Print.

Martin, Roger L., and Sally Osberg. "Social Entrepreneurship: The Case for Definition." *Stanford Social Innovation Review* (2007): 1-13. *Stanford Graduate School of Business*. Web. 1 Apr. 2013. Retrieved from http://www.ngobiz.org/picture/File/ Social%20Enterpeuneur-The%20Case%20of%20Definition.pdf.

Peredo, Ana M., and Murdith McLean. "Social Entrepreneurship: A Critical Review of the Concept." *Journal of World Business* 41.1 (2006): 56-65. *ScienceDirect.com*. Web. 1 Apr. 2013. Retrieved from http://www.sciencedirect.com/science/article/ pii/S1090951605000751.

Seelos, Christian, and Johanna Mair. "Social Entrepreneurship: Creating New Business Models to Serve the Poor." *Business Horizons* 48.3 (2005): 241-46. *ScienceDirect.com*. Web. 1 Apr. 2013. Retrieved from http://www.sciencedirect. com/science/article/pii/S0007681304001314.

Rec
APR 0 2 2013
Graduate
and Research

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 4/11/2013

Proposed Course Name and Number: BA 537 Sustainability & Social Entrepreneurism

Current Library holdings in support of the course are:

X adequate _____ **inadequate***

_____ **library resources not needed for course****

*** Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.**

**** Library is not responsible for supporting course if this option is chosen.**

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

Dr. Bob Hatfield
Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

Proposal Date: 01/29/ 2013

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

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

1. Identification of program:

1.1 Current program reference number: 0418
1.2 Current program title: Certificate in Instructional Design
1.3 Credit hours: 12 hours

2. Identification of the proposed program changes:

- Additional program explanation about experiences in the work place.
- Revisions in the Certificate Requirements include the following:
  - Addition of one new course—ID 560 Instructional Design Foundations
  - Deletion of ID 573 Instructional Performance and Task Analysis
  - Reduce the number of required courses from three to two
- Revisions in Electives include the following:
  - Addition of ID 575 Special Topics in Instructional Design, ID 590 Practicum in Instructional Design, ID 572 Performance Improvement Analysis in the Workplace, and ID 588 Multimedia Design
  - Deletion of ID 581 Ethical and Legal Issues in Instructional Design
  - Relocation of ID 577 Management of Instructional Systems from a Certificate Requirement to an Elective option

3. Detailed program description:

Current Program	**Proposed Program Revisions**
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website. The Certificate in Instructional Design provides preparation in the principles and strategies of instructional design to enhance the competence of practitioners in designing effective and efficient instruction and training for students and employees in schools, government agencies, and private businesses. The curriculum for the Certificate in Instructional Design includes 9 hours of required courses and one 3-hour restricted elective, for a total of 12 hours.	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website. The Certificate in Instructional Design provides preparation in the principles and strategies of instructional design to enhance the competence of practitioners in designing effective and efficient instruction and training for students and employees in schools, government agencies, and private businesses. The curriculum for the Certificate in Instructional Design includes **6** hours of required courses and **six hour of** restricted electives, for a total of 12 hours. **The curriculum for all Instructional Design courses is modularized (except ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).** Admission Requirements Please refer to the university admission requirements for graduate students found in the Admission section of this catalog.

Admission Requirements Please refer to the university admission requirements for graduate students found in the Admission section of this catalog. Certificate Requirements Required Courses 9 hours ID 570 Principles of Instructional Design ID 573 Instructional Performance and Task Analysis ID 577 Management of Instructional Systems Electives 3 hours One of the following: ID 581 Ethical and Legal Issues in Instructional Design ID 583 Training Materials ID 585 Distance Delivery Systems ID 587 Issues and Problems in Instructional Design Other related course with advisor's approval	Certificate Requirements Required Courses **6** hours **ID 560 Instructional Design Foundations (3 hours)** ID 570 Systematic Instructional Design **(3 hours)** Electives **6 hours (no more than 3 hours between ID 575 Special Topics in ID and ID 590 Practicum in ID)** **Two** of the following: **ID 575 Special Topics in Instructional Design (1-3 hours)** **ID 590 Practicum in Instructional Design (1-3 hours)** **ID 572 Performance Improvement Analysis in the Workplace (3 hours)** **ID 577 Management of Instructional Systems (3 hours)** ID 583 Training Design and Development **(3 hours)** ID 585 Distance Education Opportunities and Challenges **(3 hours)** ID 587 Trends and Issues in Instructional Design **(3 hours)** **ID 588 Multimedia Design (3 hours)** Or other related course with advisor's approval

4. Rationale for the proposed program change:

- The Instructional Design program needs more flexibility for ongoing updates in the Instructional Design field and societal needs in terms of experience built into courses with close ties to workplace settings. Most revisions are designed to fine tune the program reflecting the priorities articulated from employers on workplace needs. The ID program has been improved to accommodate the diverse needs and work settings of students enrolled in the program. The curriculum will be modularized (except ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).
- Revisions in the Certificate Requirements include the following:
  - The number of required courses is reduced from three to two courses to allow more flexibility for students to select elective courses to match their career goals.
  - ID 560 Instructional Design Foundations will be added to the required core. This survey course will introduce graduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professional in this field to be able to adapt and apply the process in a flexible and innovative manner. Presently, the ID program does not have a survey course that helps students become conversant in the ID models and process, and their applications in a variety of settings. A survey course that presents an overview of instructional design is needed in the program.
  - ID 573 Instructional Performance and Task Analysis will be removed from the program because its original content is now incorporated into ID 560 Instructional Design Foundations, ID 570 Systematic Instructional Design, and ID 588 Multimedia Design.
- Revisions in Electives include the following:
  - ID 575 Special Topics in Instructional Design will be a course with variable hours from 1-3 hours. This provides students with options to earn hours by completing modules from other ID courses they may not have a chance to take, completing a high level training offered by another agency, or completing a special project with prior approval of the ID faculty.
  - ID 590 Practicum in Instructional Design will be an optional course with variable hours from 1-3 hours. Students will gain instructional design experience in a workplace or school setting.
  - No more than 3 hours may be completed between ID 575 Special Topics in Instructional Design and ID 590 Practicum in Instructional Design to allow students to complete at least one

other course in a different topic of instructional design.

- The addition of a new course, ID 572 Performance Improvement Analysis in the Workplace, adds another dimension to the elective options. It is viewed as an equivalent component in this option with ID 577 Management of Instructional Systems and ID 583 Training Design and Development.
- ID 588 Multimedia Design was added to the electives to provide students with the opportunity to develop industry standard media and technology skills.
- ID 581 Ethical and Legal Issues in Instructional Design will be deleted from this program. These issues are covered in ID 585 Distance Education Challenges and Opportunities, ID 588 Multimedia Design, and ID 587 Trends and Issues in Instructional Design. Another entire course is not necessary.
- ID 577 Management of Instructional Systems will be relocated from a required course to an elective. It is viewed as an equivalent component with ID 572 Performance Improvement Analysis in the Workplace and ID 583 Training Design and Development.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	3/22/2013
CEBS Curriculum Committee:	4/2/2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 01/29/ 2013

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

- Additional program explanation about experiences in the work place.
- Revision of program Required Core as follows:
  - Addition of new courses—ID 560 Instructional Design Foundations
  - Relocated ID 587 Trends and Issues in Instructional Design from Professional Emphasis to a required course
  - Relocated ID 577 Management of Instructional Systems from a required course to Professional Emphasis/Instructional Design option
  - Deletion of ID 573 Instructional Performance and Task Analysis
- Revision of Professional Emphasis as follows:
  - Identification and clarification of course options for professional emphasis
  - Addition of ID 575 Special Topics in Instructional Design, ID 590 Practicum in Instructional Design, ID 572 Performance Improvement Analysis in the Workplace, and ID 588 Multimedia Design
  - Deletion of ID 581 Ethical and Legal Issues in Instructional Design

3. Detailed program description:

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

products, professional development curricula for teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula. Program graduates will possess the following competencies: _ Ability to analyze a variety of instructional performance issues in business, government, education, and home settings _ Ability to design and develop instructional solutions, including appropriate combinations of traditional instructor-led strategies, constructivist techniques, technology systems, and performance support systems _ Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills _ Ability to design appropriate assessment plans for instructional solutions _ Ability to evaluate the efficiency and effectiveness of instructional solutions Students who graduate with a master's degree in instructional design may expect employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts. Admission Requirements Applicants to the MS in ID program must qualify for admission through one of the following three admission options. 1. Admission based on a previously completed master's degree requires the following: Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher. 2. Admission based on scores for the GRE or GMAT requires one of the following: (a) Admission with GRE i. Scores prior to August 2011- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to	products, professional development curricula for teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula. Program graduates will possess the following competencies: _ Ability to analyze a variety of instructional performance issues in business, government, education, and home settings _ Ability to design and develop instructional solutions, including appropriate combinations of traditional instructor-led strategies, constructivist techniques, technology systems, and performance support systems _ Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills _ Ability to design appropriate assessment plans for instructional solutions _ Ability to evaluate the efficiency and effectiveness of instructional solutions Students who graduate with a master's degree in instructional design **are equipped for** employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts. **The curriculum for all Instructional Design courses is modularized (except for ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).** Admission Requirements Applicants to the MS in ID program must qualify for admission through one of the following three admission options. 1. Admission based on a previously completed master's degree requires the following: Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher. 2. Admission based on scores for the GRE or GMAT requires one of the following: (c) Admission with GRE i. Scores prior to August 2011- The

October 1, 2002 must have a GAP score of 3500 or higher. ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required. (b) Admission with GMAT- The required GAP score based on the GMAT score is **1050** (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required. 3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following: (a) Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree. (b) The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program: i. A letter of application that provides a rationale for admission without a GRE or GMAT score. ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design. iii. A current vita. iv. At least two letters of recommendation: A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design. B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team. v. At least a 3-page paper that indicates the applicant's analytical writing ability.	required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher. ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required. (d) Admission with GMAT- The required GAP score based on the GMAT score is 1050 (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required. 3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following: a. Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree. b. The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program: i. A letter of application that provides a rationale for admission without a GRE or GMAT score. ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design. iii. A current vita. iv. At least two letters of recommendation: A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design. B. One letter of reference from an employer or supervisor that addresses the applicant's

The admission decision by program faculty under this alternative will be based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.	dispositions that predict success as a member of an instructional design or training team. v. At least a 3-page paper that indicates the applicant's analytical writing ability. The admission decision by program faculty under this alternative will be based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design. Program requirements The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved **Professional Emphasis courses** for a program total of 30 hours. Research Tool (3 hours) EDFN 500 Research Methods Required Core (15 hours) **ID 560 Instructional Design Foundations (3 hours)** ID 570 Systematic Instructional Design **(3 hours)** **ID 587 Trends and Issues in Instructional Design (3 hours)** ID 590 Practicum in Instructional Design (3 hours) *ID 595 Internship in Instructional Design (Capstone Course, **(3 hours**)
Program requirements The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved ~~electives selected from selected professional emphasis areas,~~ for a program total of 30 hours. Research Tool 3 hours EDFN 500 Research Methods Required Courses 15 hours ID 570 Principles of Instructional Design ~~**ID 573 Instructional Performance and Task Analysis**~~ ~~**ID 577 Management of Instructional Systems**~~ ID 590 Practicum in Instructional Design *ID 595 Advanced Instructional Design Studio (Capstone Course) Professional Emphasis (12 hours) Twelve hours of advisor-approved course work must be selected from courses in one or more of the following professional emphasis areas or other disciplines: Adult Education Assessment and Evaluation Business Communication Curriculum and Instruction Counseling and Student Affairs Educational Administration and Leadership Educational Technology	Professional Emphasis (12 hours) **The student and ID faculty advisor will collaborate to select courses in the best interest of the student's career goals.** • **Students must take 6-12 hours of Instructional Design courses from the list below.** • **If the 12 hours are completed in Instructional Design courses, no more than 6 hours between the ID 575 Special Topics in ID and ID 590 Practicum in ID courses may be taken.** • **However, if a student elects to take 6 hours of advisor-approved adult education courses, educational technology courses, or transfer courses, then neither ID 575 Special Topics in ID or ID 590 Practicum in ID may be completed as part of the Professional Emphasis. The student must complete two other ID courses listed below.** **Course Selections for Professional Emphasis:**

Instructional Design ~~ID 581 Ethical and Legal Issues in Instructional Design~~ ID 583 Training Materials ID 585 Distance Delivery Systems ~~**ID 587 Issues and Problems in Instructional Design**~~ *The capstone course requires the development and application of an authentic and professional quality product. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.	• **ID 575 Special Topics in Instructional Design (1-6 hours)** • **ID 590 Practicum in Instructional Design (1-3 hours)** • **ID 572 Performance Improvement Analysis in the Workplace (3 hours)** • ID 577 Management of Instructional Systems **(3 hours)** • ID 583 Training Design and Development **(3 hours)** • **ID 588 Multimedia Design (3 hours)** • ID 585 Distance Education Opportunities and Challenges **(3 hours)** **Students may take up to 6 hours from the following areas with advisor approval:** • Adult Education courses • Educational Technology courses • **Other appropriate areas** *The capstone course requires the development and application of an authentic and professional quality product **for their approved workplace setting**. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.

4. Rationale for the proposed program changes:

- The Instructional Design program needs more flexibility for ongoing updates in the Instructional Design field and societal needs in terms of experience built into courses with close ties to workplace settings. Most revisions are designed to fine tune the program reflecting the priorities articulated from employers on workplace needs. The ID program has been improved to accommodate the diverse needs and work settings of students enrolled in the program. The curriculum will be modularized (except ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).
- Required Core revisions:
  - ID 560 Instructional Design Foundations will be added to the required core. This survey course will introduce graduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professional in this field to be able to adapt and apply the process in a flexible and innovative manner. Presently, the ID program does not have a survey course that helps students become conversant in the ID models and process, and their applications in a variety of settings. A survey course that presents an overview of instructional design is needed in the program.
  - The ID 587 Trends and Issues in Instructional Design course will be relocated from the Professional Emphasis courses to a required course because it is important for students to be aware of changes and trends in the field as well as learn strategies for managing issues that may arise in their career.
  - ID 577 Management of Instructional Systems will be relocated from a required course to the Professional Emphasis in Instructional Design. It is viewed as an equivalent component with ID 572 Performance Improvement Analysis in the Workplace and ID 583 Training Design and Development.

- ID 573 Instructional Performance and Task Analysis will be deleted from the program because its original content is now incorporated into ID 560 Instructional Design Foundations, ID 570 Systematic Instructional Design, and ID 588 Multimedia Design.

- Professional Emphasis revisions:
  - Identification and clarification of course options give students clearer direction in meeting their career goals. Students will have more options to learn specific skills and competencies, to gain more experience in instructional design in the workplace, and to demonstrate proficiency.
  - Some of the other program areas originally listed in the Professional Emphasis have indicated that their courses are no longer available or their enrollment is restricted to only their majors. The programs in the remaining list of options have communicated that the Instructional Design students are welcome in their program and courses.
  - Most of the course options are Instructional Design courses to target specific skills and competencies. The following conditions address the selection of courses:
    - Students must take 6-12 hours of Instructional Design courses from the list of ID courses.
    - If the 12 hours are completed in Instructional Design courses, no more than 6 hours between the ID 575 Special Topics in ID and ID 590 Practicum in ID courses may be taken.
    - However, if a student elects to take 6 hours of adult education courses, educational technology courses, or transfer electives, then neither ID 575 Special Topics in ID or ID 590 Practicum in ID may be completed as part of the Professional Emphasis. The student should complete two other ID courses.
  - The revision of the Professional Emphasis courses includes the addition of new courses, which adds a more experiential dimension to the Professional Emphasis.
    - ID 575 Special Topics in Instructional Design will be a course with variable hours from 1-6 hours. This provides students with options to earn hours by completing modules from other ID courses they may not have a chance to take, completing a high level training (and product) offered by another agency, or completing a special project with prior approval of the ID faculty.
    - ID 590 Practicum in Instructional Design will be an optional course with variable hours from 1-3 hours. Students will gain instructional design experience in a workplace or school setting.
    - ID 572 Performance Improvement Analysis in the Workplace is viewed as an equivalent component in this option with ID 577 Management of Instructional Systems and ID 583 Training Design and Development.
    - ID 588 Multimedia Design will be added to provide students with industry standard media and technology skills.
  - ID 581 Ethical and Legal Issues in Instructional Design will be deleted from this program. These issues are covered in ID 585 Distance Education, ID 588 Multimedia Design, and ID 587 Trends and Issues in Instructional Design. Another full course on this topic is not necessary.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	March 22, 2013
CEBS Curriculum Committee:	April 2, 2013
Graduate Council:	04/11/2013
University Senate	_____

Proposal Date: 2/13/2013

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

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of program:

1.1 Current program reference number: 043
1.2 Current program title: Counseling
1.3 Credit hours: 60

2. Identification of the proposed program changes:

- Change the title of the Counseling program concentration in Marriage and Family Therapy to Marriage, Couple, and Family Counseling to be consistent with accreditation requirements.
- Change course titles to be consistent with accreditation standards.

3. Detailed program description:

Current	Proposed
Master of Arts in Education: Counseling, Ref. #043 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the ~~Marriage and Family Therapy~~ concentrations in the Counseling master's degree program. **Admission Requirements** Review of completed applications begins April 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the 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	**Master of Arts in Education: Counseling, Ref. #043** The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the **Marriage, Couple, and Family Counseling** concentrations in the Counseling master's degree program. **Admission Requirements** Review of completed applications begins April 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the 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

and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses. Application for admission requires three steps: 1. Submit required materials to Graduate Studies. (a) Complete the online graduate application process found here. (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 postsecondary academic work and an official score report of either the GRE 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. (d) Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program. 2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or ~~Marriage and Family Therapy~~. 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: (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content. i. Discuss what it would mean to you to become a counselor. ii. Describe your personal characteristics that prepare you to become an effective counseling professional. iii. Discuss how you deal with your emotional reactions to events in your life. iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. v. Briefly discuss how you deal with stressful events. vi. Explain how your friends and family would describe the way you function in your relationships with them.	competitive with a limited number of openings available on the main and extended campuses. Application for admission requires three steps: 1. Submit required materials to Graduate Studies. (a) Complete the online graduate application process found here. (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 postsecondary academic work and an official score report of either the GRE 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. (d) Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program. 2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or **Marriage, Couple, and Family Counseling**. 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: (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content. i. Discuss what it would mean to you to become a counselor. ii. Describe your personal characteristics that prepare you to become an effective counseling professional. iii. Discuss how you deal with your emotional reactions to events in your life. iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. v. Briefly discuss how you deal with stressful events. vi. Explain how your friends and family would describe the way you function in your relationships with them. vii. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives. (b) A completed admission form.

vii. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives. (b) A completed admission form. i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program. (c) Three recommendations that use the Candidate Recommendation Form. i. 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. ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation. iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application. (d) An unofficial copy of your transcripts and GRE or Miller Analogy scores. (e) A current vita. (f) Mail your complete application portfolio to: Department of Counseling and Student Affairs Clinical Mental Health Counseling and ~~Marriage and Family Therapy~~ Concentrations Western Kentucky University Gary A. Ransdell Hall 2011 1906 College Heights Blvd. #51031 Bowling Green, KY 42101 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. 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	i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program. (c) Three recommendations that use the Candidate Recommendation Form. i. 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. ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation. iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application. (d) An unofficial copy of your transcripts and GRE or Miller Analogy scores. (e) A current vita. (f) Mail your complete application portfolio to: Department of Counseling and Student Affairs Clinical Mental Health Counseling and **Marriage, Couple, and Family Counseling** Concentrations Western Kentucky University Gary A. Ransdell Hall 2011 1906 College Heights Blvd. #51031 Bowling Green, KY 42101 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. 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

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: (a) Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs. (b) Discussion of academic and professional goals. (c) Expectations of faculty. (d) Demonstration of interpersonal skills and insight into personal motivations. (e) 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** *Counseling Core Requirements (48 hours)* CNS 552 Testing & Assess in Counseling CNS 554 Group Counseling CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557 Human & Family Development CNS 558 Theories of Counseling CNS 559 Techniques of Counseling ~~CNS 560 Professional Studies in Counseling and Marriage & Family Therapy~~ CNS 567 Mental Health Diagnosis & Treatment ~~CNS 583 Marriage Therapy~~ CNS 588 Family Systems Counseling CNS 637 Theories of Addictions ~~CNS 591 Mental Health/Marriage and Family Practicum~~* ~~CNS 596 Mental Health/Marriage and Family Internship~~ (6 hours)*^ CNS 598 Research and Program Evaluation in Counseling *^Internship must be taken over a period of two semesters.* **To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.*	interviews on campus with faculty and current students. Interviews will focus on the following: (a) Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs. (b) Discussion of academic and professional goals. (c) Expectations of faculty. (d) Demonstration of interpersonal skills and insight into personal motivations. (e) 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** *Counseling Core Requirements (48 hours)* CNS 552 Testing & Assess in Counseling CNS 554 Group Counseling CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557 Human & Family Development CNS 558 Theories of Counseling CNS 559 Techniques of Counseling **CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling** CNS 567 Mental Health Diagnosis & Treatment **CNS 583 Couples Counseling** CNS 588 Family Systems Counseling CNS 637 Theories of Addictions **CNS 591 Clinical Mental Health/Marriage, Couple and Family Counseling Practicum** * **CNS 596 Clinical Mental Health/Marriage, Couple and Family Counseling Internship (6 hours)*^** CNS 598 Research and Program Evaluation in Counseling *^Internship must be taken over a period of two semesters.* **To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.* *Concentration I - Clinical Mental Health Counseling (CMHC) Requirements 12 hours* CNS 568 Counseling Children and Adolescents

Concentration I - Clinical Mental Health Counseling (CMHC) Requirements 12 hours CNS 568 Counseling Children and Adolescents CNS 587 Professional Mental Health Counseling Practice CNS 592 Crisis Counseling Clinical Mental Health Counseling Elective 3 hours. (Elective selected in consultation with advisor.) ~~*Concentration II - Marriage and Family Therapy (MHMF) 12 hours*~~ CNS 580 Family Life Studies ~~CNS 582 Sex Therapy~~ CNS 584 Counseling Violent & Dysfunctional Families CNS 586 Parenting Issues *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.	CNS 587 Professional Mental Health Counseling Practice CNS 592 Crisis Counseling Clinical Mental Health Counseling Elective 3 hours. (Elective selected in consultation with advisor.) ***Concentration II - Marriage, Couple, and Family Counseling*** (MHMF) 12 hours CNS 580 Family Life Studies **CNS 582 Sex Therapy Techniques in Counseling** CNS 584 Counseling Violent & Dysfunctional Families CNS 586 Parenting Issues *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.

4. Rationale for the proposed program change:

- CACREP accreditation policies require that program titles are clearly identifiable as counseling programs. While Marriage and Family Therapy is a concentration title in the Counseling program (043) at WKU, CACREP regards this concentration as a program and requires that it be titled Marriage, Couple, and Family Counseling.
- Accreditation policies require that course titles indicate that courses are designed to prepare counselors and contain counseling content.

5. Proposed term for implementation and special provisions (if applicable):
Spring 2014 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee 3/05/2013

Graduate Council: 04/11/2013

University Senate: _____

Proposal Date: 02-08-2013

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

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

1. Identification of program:

1.1 Current program reference number: #0433
1.2 Current program title: Master of Arts in Education: Elementary Education for Teacher Leaders
1.3 Credit hours: 30-31

2. Identification of the proposed program changes: Revision of admission policy to comply with Graduate Studies admission requirements passed by the University Senate in April 2012.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
Admission Requirements: *(Criteria vary, depending on the student's undergraduate institution and GPA)*: • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with 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 a valid teaching certificate for elementary education. A copy of the certificate must be submitted 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 (GRE score multiplied by the undergraduate GPA) score of 2200 or higher** and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) *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	*Criteria vary, depending on the student's undergraduate institution and GPA.* • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with 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 a valid teaching certificate for elementary education. A copy of the certificate must be submitted 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 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,** 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 Analytical Writing score of 3.5 or higher is required.** In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application. • Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note:

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.	Conversion program must be completed prior to or simultaneously with the MAE.) *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.

4. **Rationale for the proposed program change:** The proposed policy revision is needed to bring the Master of Arts in Education: Elementary Education for Teacher Leaders requirements into compliance with the Graduate Studies admission policy passed in April 2012 by the University Senate.

5. **Proposed term for implementation and special provisions (if applicable): Fall 2013**

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

School of Teacher Education: 2-8-13

CEBS Curriculum Committee 3-5-13

Professional Education Council 3-20-13

Graduate Council 04/11/2013

University Senate _____

Proposal Date: 02-08-2013

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

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

1. Identification of program:

1.1 Current program reference number: #0434
1.2 Current program title: Master of Arts in Education: Middle Grades for Teacher Leaders
1.3 Credit hours: 30-37

2. Identification of the proposed program changes: Revision of admission policy to comply with Graduate Studies admission requirements passed by the University Senate in April 2012.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
Admission Requirements: *(Criteria vary, depending on the student's undergraduate institution and GPA)*: 1. WKU Graduate: Admission Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9). 2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application. 3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.	*Criteria vary, depending on the student's undergraduate institution and GPA.* • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9). • Applicants with 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 a valid teaching certificate for middle grades education. A copy of the certificate must be submitted 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 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,** 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 Analytical Writing score of 3.5 or higher is required.** In addition, applicants must have a valid teaching certificate for middle grades education. A copy of the teaching certificate or statement of eligibility must be submitted with the application. • Applicants to the MAE program in Middle Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid middle grades program on file with the Office of Teacher Services. (Note: Conversion program must be

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate. **Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher	completed prior to or simultaneously with the MAE.) *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.

4. **Rationale for the proposed program change:** The proposed policy revision is needed to bring the Master of Arts in Education: Middle Grades Education for Teacher Leaders requirements into compliance with the Graduate Studies admission policy passed in April 2012 by the University Senate.

5. **Proposed term for implementation and special provisions (if applicable): Fall 2013**

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

School of Teacher Education:	February 8, 2013
CEBS Curriculum Committee	March 5, 2013
Professional Education Council	March 20, 2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: 02-08-2013

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

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

1. Identification of program:

1.1 Current program reference number: #0435
1.2 Current program title: Master of Arts in Education: Secondary Education for Teacher Leaders
1.3 Credit hours: 30-37

2. Identification of the proposed program changes: Revision of admission policy to comply with Graduate Studies admission requirements passed by the University Senate in April 2012.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
Admission Requirements: *(Criteria vary, depending on the student's undergraduate institution and GPA)*: 1. WKU Graduate: Admission Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). 2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application. 3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.	*Criteria vary, depending on the student's undergraduate institution and GPA.* • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • Applicants with 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 a valid teaching certificate for secondary education. A copy of the certificate must be submitted 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 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,** 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 Analytical Writing score of 3.5 or higher is required.** In addition, applicants must have a valid teaching certificate for secondary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application. • Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note:

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate. **Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher	Conversion program must be completed prior to or simultaneously with the MAE.) *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.

4. Rationale for the proposed program change:

The proposed policy revision is needed to bring the Master of Arts in Education: Secondary Education for Teacher Leaders requirements into compliance with the Graduate Studies admission policy passed in April 2012 by the University Senate.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	February 8, 2013
CEBS Curriculum Committee	March 5, 2013
Professional Education Council	March 20, 2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: 2/8/2013

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

Contact Person: Gail Kirby, gail.kirby@wku.edu 270-745-3746

1. Identification of program:

1.1 Current program reference number: 0457
1.2 Current program title: Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders
1.3 Credit hours: 30-37

2. Identification of the proposed program changes:

- SPED 590: Advanced Internship: Exceptional Education will be replaced with SPED 595: Advanced Preparation Capstone SPED

3. Detailed program description:

Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457	Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457
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. 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 cortication 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). Admission Requirements	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. 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 cortication 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). Admission Requirements

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 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	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 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. Degree Requirements 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) 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) Intenship_3 hours 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 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	nor that course space will be available. Degree Requirements 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) 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) Intenship_3 hours **SPED 595 Advanced Preparation Capstone SPED** (3 hours) Students must submit a passing score on the Praxis II PRIOR to enrollment in **SPED 595** and should take **SPED 595** 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 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. Program Completion Requirements _ 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.	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. Program Completion Requirements _ 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.

4. Rationale for the proposed program change:

Previously, all graduate students in the SPED program, both initial certification and advanced certification, took EXED 590- Advanced Internship in Special Education. Kentucky's Education Professional Standards Board (EPSB) set new guidelines for initial certification of teachers effective September, 2012. These guidelines included specific demands for initial certification students in a supervised field placement with specific parameters that are not appropriate for the advanced candidate who has already served a student teaching experience and is already qualified to teach. To meet advanced students' needs, SPED 595-Advanced Preparation Capstone for SPED was developed and approved. The MAE Teacher Leader Program for SPED needs to be updated to reflect this approval.

5. Proposed term for implementation and special provisions (if applicable):
Fall, 2013

6. Dates of prior committee approvals:

School of Teacher Education:	02/08/2013
CEBS Curriculum Committee	03/05/2013
Professional Education Council	03/20/2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: 01/31/2013

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

Contact Person: Marge Maxwell, marge.maxwell@wku.edu, 745-2435

1. Identification of program:

1.1 Current program reference number: 083
1.2 Current program title: Library Media Education
1.3 Credit hours: 30 (plus research tool)

2. Identification of the proposed program changes:

- Revision of admission standards
- Deletion of certification statement about students with undergraduate LME certification
- Change in Educational Technology Concentration requirements

3. Detailed program description:

Current Program	**Proposed Program**
Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/lme. The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations. The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour ore of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels. Admission Requirements: Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations. Admission requirements: • _Submission of graduate application to Graduate Studies **~~• *GAP (GRE V+Q score PLUS the~~**	Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/lme. The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations. The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels. Admission Requirements: Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations. • Submission of graduate application to Graduate Studies • Submission of official transcripts of all college

~~**undergraduate GPA multiplied by 100) score of 600 or higher and 139 minimum scores on both the Verbal and Quantitative sections. *GRE Analytical Writing score of 3.5 or higher**~~ • _Submission of official transcripts of all college work • _Submission of copy of teaching certificate for students seeking advanced certification or Rank change *Applicants with an earned master's degree AND a teaching certificate may be admitted without a qualifying GRE/GAP score. Additional Admission Requirements for Students Seeking Initial Certification: Students who do not have teacher certification and are seeking initial certification in LME must meet all admission requirements and have a 2.75 overall GPA or a 3.0 in the last 30 hours of coursework. Students are expected to apply for admission to professional education within the first semester of admission to the LME program and complete all professional education admission requirements, including a qualifying score on the GRE or PPST. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/teacherservices/. Degree Requirements--30 hours plus a research tool The Master of Science in Library Media Education requires a minimum of 30 hours, including the required core and program concentration, plus a research tool. Required Core--15 hours LME 501 Program Organization and Administration (3 hours) LME 512 Issues in Library Media Education (3	work • Submission of copy of teaching certificate for students seeking advanced certification or Rank change • **Applicants must have an earned master's degree or** at **least a 3.0 GPA in their last 60 hours of coursework. Applicants must submit the following materials along with the graduate application:** ◦ **A letter of application which should include information about the applicant's academic and career background, professional goals and interests, and other information relevant to the applicant's potential for success in the program** ◦ **A current resume or vitae** ◦ **Two letters of recommendation from professional colleagues or college/university faculty members who can provide information about the applicant's potential for success in the MS in LME program** ◦ **Minimum 3-page original writing sample that demonstrates the applicant's analytical writing ability.** ***The admission decision by program faculty is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of library media education.*** Additional Admission Requirements for Students Seeking Initial Certification: • **Students who do not have teacher certification and are seeking initial certification in LME must meet the qualifying score on the GRE or PPST as required by Professional Education for admission to the LME program.** • Students are also expected to apply for admission to Professional Education within the first semester of admission to the LME program and complete all Professional Education admission requirements. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/teacherservices/. Degree Requirements--30 hours plus a research tool The Master of Science in Library Media Education requires a minimum of 30 hours, including the required core and program concentration, plus a research tool. Required Core--15 hours LME 501 Program Organization and Administration

hours) *LME 535 Survey of Educational Technology Practices (3 hours) **LME 537 Principles of Educational Technology Applications (3 hours) ***LME 590 Practicum (3 hours) (for students with prior teaching certification or students who are not seeking teacher certification.) OR ****LME 592 Internship in LME (3 hours) (for students without prior teaching certification.) * Prerequisite for LME 537 **Prerequisite: LME 535. Transfer credit is not accepted for LME 537. ***Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy ****Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education Research Tool The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent. The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals. Capstone Courses The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification. Transfer Credit Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum. Concentrations For students who have an earned teaching	(3 hours) LME 512 Issues in Library Media Education (3 hours) *LME 535 Survey of Educational Technology Practices (3 hours) **LME 537 Principles of Educational Technology Applications (3 hours) ***LME 590 Practicum (3 hours) (for students with prior teaching certification or students who are not seeking teacher certification.) OR ****LME 592 Internship in LME (3 hours) (for students without prior teaching certification.) * Prerequisite for LME 537 **Prerequisite: LME 535. Transfer credit is not accepted for LME 537. ***Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy ****Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education Research Tool The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent. The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals. Capstone Courses The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification. Transfer Credit Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum. Concentrations

certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology: • Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank. • Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank. Concentration in Library Media (LMLM) The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians. The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement. Professional specialization – 15 hours In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following: Library Media Specialist Professional Specialization--12 hours LME 502 Collection Management LME 506 Classification and Cataloging LME 508 Information Sources and Services Select one of the following courses: LME 518 Advanced Children's Literature (3 hours) LME 527 Advanced Young Adult Literature (3 hours) Electives--3 hours Appropriate LME courses or courses outside of LME may be selected with advisor approval. Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3 hour elective to satisfy requirements set by the	For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology: • Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank. • Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank. Concentration in Library Media (LMLM) The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians. The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement. Professional specialization – 15 hours In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following: Library Media Specialist Professional Specialization--12 hours LME 502 Collection Management LME 506 Classification and Cataloging LME 508 Information Sources and Services Select one of the following courses: LME 518 Advanced Children's Literature (3 hours) LME 527 Advanced Young Adult Literature (3 hours) Electives--3 hours Appropriate LME courses or courses outside of LME may be selected with advisor approval. Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3

Kentucky Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course. Certification Examination While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the *PRAXIS II Subject Assessments-Library Media Specialist* for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states. ~~Program Requirements for Teachers Already Certified as Library Media Specialists~~ ~~A person who already holds initial certification as a Library Media Specialist at the graduate or under-graduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.~~ Requirements for Initial Certification with the Master of Science in Library Media Education A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program. Concentration in Educational Technology (LMET) The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a	hour elective to satisfy requirements set by the Kentucky Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course. Certification Examination While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the *PRAXIS II Subject Assessments-Library Media Specialist* for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states. Requirements for Initial Certification with the Master of Science in Library Media Education A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program. Concentration in Educational Technology (LMET) The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional

teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate. Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool. Educational Technology Professional Specialization--9 hours Selected from the following courses: LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours) LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours) LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours) ~~LME 519 Special Topics (3 hours)~~ Electives_6 hours Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.	Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate. Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool. Educational Technology Professional Specialization--**12** hours LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours) LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours) LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours) **LME 737 Educational Technology Leadership (3 hours)** Electives **3** hours Appropriate course in LME or other related field may be selected with the approval of the student's advisor.

4. Rationale for the proposed program change:

- The LME program is aligning admission standards with LME programs at other universities who are also recognized by the American Association of School Libraries, most of which do not require GRE scores of applicants. This change will make the WKU LME program competitive with other national programs.
- The LME program is aligning admission standards with the standardized test requirements of Professional Education for Initial certification applicants.
- The statement about LME certification at the undergraduate level was applicable when School Library Media undergraduate programs were available and when those with undergraduate certification were allowed to earn a master's degree with a modified program. However, such undergraduate LME certifications have not been awarded in approximately 15 years. Thus, the statement is no longer needed.
- The purpose of change in the Educational Technology concentration requirements is to align this concentration with requirements in the Instructional Computer Technology Endorsement and the Educational Technology Certificate.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:	2/08/2013
CEBS Curriculum Committee	3/05/2013

Professional Education Council	3/20/2013
Graduate Council	04/11/2013
University Senate	_____

Proposal Date: February 22, 2013

College of Health and Human Services
Department of Public Health
Proposal to Create a New Graduate Program
(Action Item)

Contact Person: Dr. Vijay Golla, vijay.golla@wku.edu
Dr. Ritchie Taylor, ritchie.taylor@wku.edu
Dr. Cecilia Watkins, cecilia.watkins@wku.edu

1. Identification of program:

1.1 Program title: Environmental and Occupational Health Science

1.2 Degree Type: Master of Science

1.3 Classification of Instructional Program Code (CIP): 51.2202

1.4 Required hours in proposed major program: 36

1.5 Special information: This program is designed to enhance the educational opportunities for environmental and occupational health science professionals in the service area for Western Kentucky University. Specifically, there are numerous professions that will be supported by this graduate program, including environmental health scientists, environmental health and safety managers, environmental protection specialists, environmental health science professionals, environmental health and safety consultants, and occupational safety and health professionals. Currently, a graduate program in Environmental and Occupational Health Science is not offered within the Western Kentucky University service area. The Department of Public Health offers a Bachelor Degree in Environmental Health Science.

1.6 Program admission requirements: In addition to Graduate Studies requirements, admission requires the equivalent of an undergraduate major in environmental health science, including supporting courses in science and mathematics. Exceptions may be made for students with undergraduate degrees in other disciplines. However, additional courses may be required. Admission may be granted to applicants that fulfill one of the following conditions: GAP score of 550 and minimums of 139 for the GRE Verbal Score and 139 for the GRE Quantitative Score, a cumulative GPA from a U.S. accredited university of at least a 3.2 on a 4.0 scale, or a cumulative GPA of greater than 3.0 on a 4.0 scale in the Environmental Health and Safety graduate certificate program. International students must attain 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.

1.7 Catalog description: The graduate program in Environmental and Occupational Health Science is designed to provide graduate education for careers focused on the protection of human health and prevention of health hazards in occupational and natural environments. A key component of the program is to understand how exposure to environmental and occupational hazards occurs, and discovering ways to reduce and control the risk of exposure. This interdisciplinary field focuses on environmental hazards to human health, assessment of exposures, mechanisms of environmental response, control of risks associated with environmental hazards, and improving occupational health. Program requirements will provide students a foundation of advanced studies that will increase their skills and knowledge for protecting human health and the environment. This program is designed for working professionals and students desiring opportunities with industry, consulting firms, government agencies, and other environmental and occupational health science professions.

2. Rationale:

2.1 Reason for developing the proposed graduate program: Professionals in the environmental and occupational health sciences fields within the Western Kentucky University service area have limited opportunities for graduate study specific to their profession. Currently, an Environmental and Occupational Health Science graduate program does not exist in the Western Kentucky University service area. An undergraduate Environmental Health Science degree is offered within

the Department of Public Health, as well as a Master of Public Health degree with a concentration in Environmental Health. The new program will provide graduate studies specific to Environmental and Occupational Health Science professionals and students. Development of the new program was initiated due to inquiries made by potential students into the MPH Environmental Health program. Many of the inquiries did not result in students pursuing the MPH degree, as they wanted a graduate degree more specific to Environmental and Occupational Health Science.

To assess the need for graduate studies specific to Environmental and Occupational Health Science we conducted a survey of 97 professionals, alumni, and students. The sample was made up of 33.3% students and 66.7% professionals in the environmental and occupational health science fields. A response rate of 38.1% (37) was attained. Survey results indicated that the major fields of study that impact respondents' current job or position are environmental management, occupational safety and health, industrial hygiene, and statistics. Respondents reported major responsibilities to be preparation of technical reports (81.1%) and data analysis (73.0%). Additional responsibilities reported were evaluation of procedures and programs (62.2%), project management (62.2%), occupational safety and health management (56.8%), environmental monitoring (56.8%), policy and regulatory analysis (54.1%), environmental compliance (54.1%), and environmental management (51.4%). Respondents were asked, "What graduate degree would be best suited for your professional advancement?" Responses (35) to this survey question indicated a Master of Science in Environmental and Occupational Health Science (22.9%), Master of Science in Environmental Health and Safety (20.0%), Master of Science in Occupational Safety and Health (17.1%), a Master of Science in Environmental Management (17.1%) or a Master of Science in Environmental Health Science (14.3%). In review of the 35 responses to this question, only 8.6% indicated a Master of Public Health in Environmental Health. Two respondents listed other degrees; these were Master of Science in Safety and Health Management, and Master of Science in Industrial Hygiene. Due to the varied nature of job requirements reported, respondents selected degree titles that included the words environmental and/or occupational. Finally, when respondents were asked, "In your opinion, is a graduate degree specific to your professional field needed in the Western Kentucky region?" a total of 33 (91.7%) respondents selected "Yes" and three (8.3%) respondents selected "No", with one respondent skipping the question.

Based upon the market, which includes past experience with students not desiring to pursue the MPH with a concentration in Environmental Health and the results of the survey, stating the need for graduate studies in Environmental and Occupational Health Science, the new graduate degree program is proposed. The proposed program will be an extension of the existing Environmental Health Science undergraduate program, the Environmental Health and Safety graduate certificate, and the Advanced Worksite Health Promotion Certificate. Additionally, all courses for the proposed program are existing courses.

2.2 Projected enrollment in the proposed graduate program: It is anticipated that the program will attain an annual enrollment of 20 students with the current faculty resources.

2.3 Relationship of the proposed graduate program to other programs now offered by the department: This program is related to the MPH program. An Environmental Health concentration is included in the MPH degree program. Students take a core of courses to include Biostatistics, Environmental Health, Epidemiology, Introduction to Public Health, Public Health Administration, Health Behavior, Health Program Evaluation, and Internship. However, the Environmental and Occupational Health Science program will not require courses in the fields of health behavior, administration, health program evaluation, nor will it require the Introduction to Public Health course. The proposed program will require a core of environmental and occupational health science courses that will better prepare students for research and professional careers as environmental and occupational health scientists for industry, government, consulting firms, and other organizations. This program is developed to meet the need of the market. The core of study will focus on the protection and promotion of human health from hazards found in the built, occupational and natural environments.

2.4 Relationship of the proposed graduate program to other university programs: Graduate degrees in the sciences are offered that have an option for environmental science. These programs offer a Master of Science degree in Biology, Chemistry, and Geosciences. These programs focus on the discipline specific study of the natural environment and the impact of humans on natural systems.

The Environmental and Occupational Health Science program will focus on the study of the protection of human health from hazards found in the built, occupational and natural environments.

2.5 Relationship of the proposed graduate program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): A similar program exists at Eastern Kentucky University. However, it is offered as a concentration within a Master of Public Health Program just as the WKU Department of Public Health has an Environmental Health concentration in the Master of Public Health degree. Eastern Kentucky University does not have a stand-alone Environmental Health Science graduate program. The proposed program would be the first and only Master of Science in Environmental and Occupational Health Science program offered in the WKU service area and in Kentucky. Currently, the nearest accredited program is East Tennessee State University. This program is a Master of Science Program in Environmental Health. Other programs accredited by the National Environmental Health Science and Protection Accreditation Council include California State University, East Carolina University, Mississippi Valley State University, Old Dominion University, University of Findlay, and University of Illinois, Springfield.

2.6 Relationship of the proposed major program to the university mission and objectives: As the mission of Western Kentucky University is, "A Leading American University with International Reach", the Environmental and Occupational Health Science graduate program will be built upon this vision. Already, the faculty and students in the department are extremely diverse, and we have initiatives that extend our reach into our community locally and internationally. For example, we currently are part of an international service-learning program in the Caribbean. The Environmental and Occupational Health Science graduate program at Western Kentucky University will prepare students to be productive and engaged leaders in a global society. As such, the program will follow the mission of WKU. Through the program's thesis research and internship requirements, opportunities will be provided to students, faculty, and constituents for teaching, research, and service. These opportunities will be local, regional, national and international in scope. Likewise, the Environmental and Occupational Health Science graduate program will foster a high quality of life in the region by providing research and service in the protection of human health and environment, serving to reduce the impact of environmental hazards on human health, and developing innovative solutions.

3. Objectives of the proposed graduate program:

- Students will be able to assess the risk of hazards in the built, occupational, and natural environments.
- Students will be able to engage in applied research and service learning at the local, regional, and global scales.
- Students will be able to explain global scale environmental and occupational issues that impact human health and the environment.
- Students will be able to apply data analysis, monitoring, research, and communication to address environmental and occupational health problems.
- Students will be able to create opportunities for service learning through internships, international programs and research.
- Students will be able to conduct research focused on the protection of human health and prevention of health hazards in occupational and natural environments.

4. Program description:

4.1 Curriculum:

Master of Science
Environmental and Occupational Health Science

Total Hours = 36 credit hours

Core Courses (18 credit hours required)

- PH 520 - Biostatistics for Public Health (3 hrs)
- PH 577 – Environmental Toxicology (3 hrs)
- PH 582 – Epidemiology: Practice and Theory (3 hrs)
- PH 584 - Principles of Environmental Health (3 hrs)
- PH 501 – Research Methods (3 hrs)
- EHS 572 - Environmental and Occupational Epidemiology (3 hrs)

Electives (minimum of 12 credit hours required) – Graduate level elective courses may be selected from the lists below or from other disciplines, given that the course is pertinent to the program of study. The graduate advisor must approve all elective courses.

EOHS Electives

- PH 510 - Watershed Management and Science (3 hrs)
- PH 560 – Environmental Management and Risk Assessment (3 hrs)
- PH 571 - Air Quality Management (3 hrs)
- EHS 580 - Solid and Hazardous Waste Management (3 hrs)
- PH 595 - Public Health Management of Disasters (3 hrs)

Worksite Health Promotion Electives

- PH 502 - Health Promotion in the Workplace (3 hrs)
- PH 575 - Health Education/Promotion Program Planning (3 hrs)
- COMM 523 - Health Communication (3 hrs)
- PH 587 – Health Behavior (3 hrs)

Culminating experience - students must choose a thesis or an internship – (6 credit hrs)

Plan A – Thesis Option – (PH 599 – Thesis Research/Writing - 6 credit hours)

Plan A requires that the student complete a thesis according to the requirements of WKU Graduate Studies. A committee of at least three (3) faculty members will direct each thesis. Students will be required to develop a proposal, defend the proposal, complete thesis research, write the thesis document, and then present the thesis to faculty and students. Additionally, each student will orally defend their thesis before their graduate committee.

Plan B – Internship Option (Portfolio Option) – (PH 546 – Graduate Internship - 6 credit hours)

Plan B requires that a student complete an internship experience of 400 hours. As part of this option, each student must develop a portfolio that details the internship experience. Each portfolio will follow a rubric of required elements.

The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. Internships will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship. The portfolio will include all internship documentation and the final presentation for the internship. Students completing the internship are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio must follow a rubric of required elements.

Total Hours = 36

4.2 Accreditation, certification, approval, and/or licensure:

- This program will be accredited under the Western Kentucky University SACS accreditation.
- Once the program meets qualifications based upon completion of an accreditation report and site review, the program will seek accreditation from the National Environmental Health Science Accreditation Council.

4.3 Program delivery:

- The program will be delivered face-to-face, online, and in mixed mode formats. Online and mixed mode formats will be used to provide educational opportunities to working professionals.
- Program delivery will meet accreditation standards.

5. Resources:

5.1 Faculty: Faculty members in the Department of Public Health will support the EOHS graduate program. Graduate faculty in the University at large will support the program through elective courses in related disciplines. An additional faculty position, to begin Fall 2013, will support this degree. This additional faculty member will ensure that the load of teaching, research, and service is met for the program, department, college, and university. Additional faculty will be requested dependent upon growth of the program.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): Western Kentucky University resources are adequate to meet this need. A number of software applications are available that may be used by EOHS students. These include, but are not limited to, SPSS, SAS, ArcGIS, Microsoft products, and environmental and occupational health software installed on Department of Public Health computers. University computer labs are available for student use, as well as a computer lab in the College of Health and Human Services. Electronic informational resources are widely available as described in the WKU Libraries research guide for Public Health, http://libguides.wku.edu/publichealth. This guide includes e-books, databases, journals, e-journals, websites, and portals. Printed books relevant to environmental and occupational health science are numerous in the WKU Libraries, as there are titles in support of the existing courses.

5.3 Facilities and equipment: A laboratory was built and developed to support the Environmental Health Science undergraduate program. This laboratory and associated equipment will be sufficient to support the program in the near future. Laboratories that include multidisciplinary use are available at the Center for Research and Development to support research. Additional laboratory space and equipment may be available through collaborative research with other departments.

5.3.1 Classroom facilities are adequate to support the program and will be facilitated through CHHS and the Department of Public Health.

5.3.2 An Environmental Health Science Research Laboratory exists in the Department of Public Health to support the program.

5.3.4 Distance education resources are supported by the University and DELO.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Department of Public Health: ____March 4, 2013__

CHHS Graduate Curriculum Committee: __3/25/2013_____

WKU Graduate Curriculum Committee: 04/11/2013

University Senate _____