

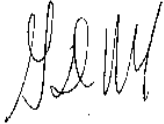
Rec. # 2013-05-03 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

- The University Senate recommends Policies I. and III. in the Undergraduate Curriculum Committee Policies Report dated March 2013, and approved in the Senate to the Provost for endorsement.

Approved 06/06/2013

- The University Senate DOES NOT recommend further approval of Policy II. Policy to Grant Credit for Prior Learning as Demonstrated in a Student Portfolio.

Acknowledged 06/06/2013



**Undergraduate Curriculum Committee
Western Kentucky University
Report to the University Senate**

Date: March 28, 2013

From: John White, Chair

The Undergraduate Curriculum Committee submits the following proposed academic polices for approval by the University Senate:

- I. Policy on Expiration of Courses and Programs Leading to Professional Education Certification
- II. Policy to Grant Credit for Prior Learning as Demonstrated in a Student Portfolio
- III. Revision of Dual and Subsequent Degree Policy

**College of Education and Behavioral Sciences
Proposal to Revise a Certification Policy
(Action Item)**

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	<u>02/05/2013</u>
Professional Education Council	<u>02/13/2013</u>
Undergraduate Curriculum Committee	<u>03/28/2013</u>
Graduate Council (for information)	_____
University Senate	_____

Proposal Date: February 27, 2013

Office of the Registrar
Proposal to Create an Academic Policy
(Action Item)

**Not Approved; Further
Revisions Pending**

Contact Person: Freida Eggleton, Registrar freida.eggleton@wku.edu, 745-5030

1. **Identification of proposed policy:** Creation of a policy to allow granting academic credit for prior learning as demonstrated in a student-developed portfolio.

2. **Catalog statement of proposed policy:**

Credit for Prior Learning by Portfolio Evaluation

Students who have acquired extensive college-level knowledge and skills in academic areas including but not limited to employment, military experience, civic activities, volunteer service, organizational training or workshops, or other non-traditional means may be granted credit for the knowledge and skills they have gained through nationally standardized exams (AP, CLEP, IB, ACE, etc.), departmental exams, or portfolio development. This policy focuses on portfolio development, while referencing national and departmental exams when appropriate.

Prior learning by portfolio evaluation is considered an opportunity for students to demonstrate their knowledge and is not a guarantee of credit for experience. Students will complete a portfolio of prior learning experiences as a part of a three credit-hour portfolio development course. The portfolio, with varying forms of documents, will tie content learning outcomes to their knowledge and experience. Credit earned will depend upon the student's ability to produce a portfolio that communicates learning outcomes consistent with the WKU mission on the level expected for the credit sought. Upon successful completion of the course, the student's portfolio of prior learning will be submitted to two full-time faculty members in the content area for which credit is being sought, who will review the portfolio and determine if and how much academic credit is to be granted. The consensus recommendation of the reviewers must be approved by the department head and dean of the college, and then will be forwarded to the Office of the Registrar to transcript recommended credit.

Policies

1. Credit may be awarded for experiential learning and/or for non-collegiate sponsored instruction. In evaluating non-collegiate sponsored instruction, faculty may utilize American Council on Education (ACE) guidelines or other criteria meaningful to their discipline.
2. Credit may be awarded for a specific course. Each academic department will determine if courses are appropriate for credit by portfolio evaluation.
3. Credit by portfolio evaluation will not be awarded for courses in General Education or the Core Curriculum (Colonnade Program). Students may use departmental examinations, CLEP, AP, or IB for credit in General Education or in the Foundations and Explorations components of the Colonnade Program.
4. If WKU does not have a specific course equivalent to the student's prior learning, non-course specific credit may be awarded provided that WKU offers an academic program in a pertinent discipline. Non-course specific credit will be transcribed as XXX-PLA-EL-L (lower division elective credit) or XXX-PLA-EL-U (upper division elective credit), where XXX stands for the WKU disciplinary area awarding the credit (e.g. LEAD, HCA, etc.), and PLA stands for Prior Learning Assessment.

5. Non-course specific credit will not be granted unless WKU offers a program in a discipline similar to the student's prior learning.
6. The total number of credit hours awarded for prior learning by portfolio evaluation shall not exceed one-fourth of the credit hours required for the major or minor, and shall not exceed one-fourth of the total credit hours required for the degree/credential.
7. WKU does not accept non-discipline specific credit for prior learning based solely upon its appearance on other institutions' transcripts.
8. Prior learning credit will count toward the residency requirement for a degree/credential.
9. If, on initial review of the portfolio, the assessors determine that evidence of learning is insufficient for credit, the assessors may permit the student to provide one revision of the portfolio within six months of notification of insufficiency.
10. A student must have earned at least 12 hours of college credit, including credit for ENG 100 or its equivalent, prior to pursuing credit for prior learning.
11. A student may not request prior learning credit for a course that has been previously taken and failed.
12. A student may not request prior learning credit for a course in which he/she is currently enrolled.
13. Prior learning credit will appear in the same section of the transcript as does transfer credit. Only the portfolio course will be considered part of the term's course load.
14. Earned hours will be recorded for prior learning credit; neither letter grades nor quality points will be awarded for the credit.
15. WKU cannot guarantee that prior learning credit earned through portfolio evaluation will transfer to another college or university.
16. Students will pay tuition for the portfolio course.
17. Any credit awarded for prior learning by portfolio evaluation will not be subject to tuition; however, an appropriate fee will be charged for evaluation of the portfolio. The fee will be collected and administered by the Division of Extended Learning and Outreach (DELO).

3. Rationale for proposed policy:

The Kentucky Council on Postsecondary Education defines credit for prior learning as "college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments."

Western Kentucky University awards credit for prior learning in a number of different ways. Students may receive credit on the basis of departmental examinations in any course listed as satisfying a general education requirement; individuals who qualify for credit based on Excelsior College Examinations, or Military Occupational Specialties as recommended by the ACE Guide may receive credit; students may receive credit as the result of their scores on CLEP, ACT and SAT, AP, and International Baccalaureate tests; and credit is granted for specific levels of certification of achievement in ROTC, nursing,

foreign languages, medical technology, and vocational programs. In other words, non-classroom means for acquiring credit are already available to students.

The one type of credit for prior learning available at many institutions but not currently at WKU is credit based upon a portfolio of prior learning experiences. Because this type of credit is especially useful to adult learners, and because WKU has identified itself as an "adult learning focused institution," it is important that WKU adopt a policy that permits credit via the portfolio evaluation process.

Another impetus for developing a method for evaluating adult students' prior learning comes from the Kentucky Council on Postsecondary Education. The CPE has adopted the following policy recommendation and rationale as part of its Kentucky Adult Learner Initiative:

Recommendation: All public postsecondary institutions should reevaluate and expand policies regarding the opportunity to earn credit for college-level experiential learning in one or more of its forms.

Rationale: While many Kentucky institutions already have such policies, all should be evaluated in light of nationally recognized standards and procedures, such as the American Council on Education (ACE) National Guide to Educational Credit for Training Programs, the ACE Guide to the Evaluation of Educational Experiences in the Armed Forces, the ACE Guide to Credit by Examination, and the CAEL standards for evaluating portfolios. (2008)

In part because of this CPE policy recommendation, a number of universities in Kentucky offer credit for prior learning portfolios, including the University of Louisville, which allows up to 48 hours of credit, Northern Kentucky University, which allows up to 32 hours, and Murray State University, which allows up to 30 hours.

According to a 2006 study of 272 college and university administrators conducted by the Council for Adult and Experiential Learning (CAEL), approximately 66 percent reported that their institutions grant credit for experiential learning, up from 50 percent in 1991 and 55 percent in 1996.

The portfolio course itself, addressed in a subsequent proposal, will be designed to:

- Respect and value the college level learning already in existence in order not to force the student into unnecessary and cost-prohibitive coursework.
- Give the student opportunity to develop or hone communication skills on a college level for intellectual advancement and efficacy.
- Allow the necessary time for students to evaluate their own prior learning while communicating the same to faculty, administration and assessors.

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

5. Proposed term for implementation: Fall 2013.

6. Dates of prior committee approvals:

UCC Academic Policy Subcommittee	February 27, 2013
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Undergraduate Curriculum Committee	March 28, 2013
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University Senate	_____
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**Office of the Registrar
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Freida Eggleton, freida.eggleton@wku.edu, 745-5030

1. Identification of proposed policy revision:

- Clarify the difference between double majors and concurrent degrees
- Change name of “Second Degree” to “Subsequent Degree”
- Permit students to earn concurrent baccalaureate degrees
- Clarify policy for students desiring to pursue the BIS as a concurrent or subsequent degree

2. Catalog statement of existing policy:

Concurrent Associate Degrees

Associate degree programs are generally designed to prepare students for immediate technical or semi-professional employment. Therefore, students may earn two associate degrees concurrently at WKU. Courses taken toward fulfilling one associate degree may also count toward fulfilling requirements in the other, provided that a minimum of 15 semester hours of coursework in the additional area of specialization – not including general education – applies exclusively to the additional concurrently earned associate degree.

Concurrent Baccalaureate Degrees

Although students may pursue multiple majors and minors, two baccalaureate degrees may not be earned concurrently at WKU.

Second Degree Requirements—Students who have successfully earned a degree from WKU or another accredited college or university may earn a second degree at the equivalent level upon completion of the curriculum as approved by the major department and the following minimum requirements. This procedure may not be used to earn degrees concurrently at the same level.

A. Second Associate Degree

- An acceptable associate or higher degree from a fully accredited college or university.
- An approved program including a minimum of fifteen (15) semester hours in a new area of specialization earned after completion of the first degree.
- Twelve (12) semester hours contained in the approved program must be earned at WKU.
- A 2.00 grade average must be earned for all course work presented in completion of the program; in all coursework completed at WKU; and in all coursework in any field of specialization.

B. Second Baccalaureate Degree

- An acceptable baccalaureate degree from a fully accredited college or university.
- An approved program including a minimum of thirty (30) semester hours earned after completion of the first degree.

- Twenty-four (24) semester hours contained in the approved program must be earned at WKU.
- Fifteen (15) semester hours must be earned in completion of a new major.
- One-half of the new semester hours presented in completion of each major and minor must be earned at the upper division level.
- A 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in each major and minor.

3. Catalog statement of proposed policy:

Double Majors

Students with diverse or multiple areas of interest might consider adding breadth to their academic program by choosing to pursue double majors. Students pursuing double majors must fulfill all of the requirements for both majors and all baccalaureate degree requirements, and the requirements may be completed with a minimum of 120 semester hours. Completion of two majors results in the receipt of one degree, and the specific degree is determined by the student's choice of the first or primary major.

Concurrent and Subsequent Degrees

Students may pursue two or more degrees either concurrently or subsequently, as specified below.

A. Concurrent Associate Degrees

- A minimum of 75 semester hours must be earned to complete the requirements of two associate degrees concurrently.
- Courses taken toward fulfilling one associate degree may also count toward fulfilling requirements in the other, provided that a minimum of 15 semester hours of coursework in the additional major – not including general education – applies exclusively to the additional concurrently earned associate degree.
- A minimum of 15 semester hours in each degree must be earned at WKU.
- A minimum 2.0 grade point average must be earned for all coursework presented in completion of both degrees; in all coursework completed at WKU; and in all coursework in the major.
- Students may pursue concurrent degrees that lead to the same degree type (e.g., two Associate of Science degrees)
- Students must file a separate Application for Graduation and pay the graduation fee for each degree. Two diplomas will be awarded upon simultaneous completion of the two degrees.

B. Subsequent Associate Degree

- Students must have earned an acceptable associate or higher degree from a fully accredited college or university.
- The approved program must include a minimum of 15 semester hours in a new major earned after completion of the student's first degree.
- Twelve semester hours contained in the approved program must be earned at WKU.

- A 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in the major.

C. Concurrent Baccalaureate Degrees

- A minimum of 150 semester hours must be earned to complete the requirements of two baccalaureate degrees concurrently.
- A minimum of 57 upper division hours must be earned (courses numbered 300 or above).
- A minimum of 30 hours in each degree must be earned at WKU.
- A minimum 2.0 grade point average must be earned in all coursework presented in completion of the degrees; in all coursework completed at WKU; and in all coursework in each major and minor.
- Students may pursue concurrent degrees that lead to the same degree type (e.g., two Bachelor of Science degrees).
- Students are not permitted to pursue the Bachelor of Interdisciplinary Studies (BIS) and another baccalaureate degree concurrently.
- Students must file a separate Application for Graduation and pay the graduation fee for each degree. Two diplomas will be awarded upon simultaneous completion of the two degrees.

D. Subsequent Baccalaureate Degree

- Students must have earned an acceptable baccalaureate degree from a fully accredited college or university.
- The approved program must include a minimum of 30 semester hours earned after completion of the student's first degree. A minor may be declared as part of the subsequent degree, but is not required.
- Twenty-four semester hours contained in the approved program must be earned at WKU.
- Fifteen semester hours must be earned in completion of a new major.
- One-half of the new semester hours presented in completion of each major and minor must be earned at the upper division level (courses numbered 300 or above).
- A minimum 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in each major and minor.
- Students are not permitted to pursue the Bachelor of Interdisciplinary Studies (BIS) as a subsequent baccalaureate degree.

4. Rationale for proposed policy revision:

- Clarification is needed to distinguish between double majors and dual degrees to help students understand that completion of double majors does not necessarily lead to two degrees.
- "Second Degree" is being changed to "Subsequent Degree" to more accurately reflect the timing of multiple degrees.
- WKU is currently one of only two Kentucky public universities that do not permit students to pursue two baccalaureate degrees simultaneously. This change will

bring our policy in line with the majority of our sister institutions and provide students the option to earn two separate baccalaureate degrees concurrently.

- Clarification is needed regarding concurrent or subsequent degrees for BIS students.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Academic Quality Committee Recommendation November 5, 2012

UCC Academic Policy Subcommittee February 27, 2013

Undergraduate Curriculum Committee March 28, 2013

University Senate
