CEBS CURRICULUM COMMITTEE
3:00 pm – February 4, 2014
GRH 3073

I.   Approval of Minutes of the December 3, 2013 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II.   **New Business**

Counseling and Student Affairs
1. New Course – CNS 593, Career Development in Student Affairs & Higher Education
2. New Course - CNS 594, Research Methods in Student Affairs
3. New Course – CNS 603, Critical Issues and Strategies in Student Affairs & Higher Education
4. New Course – CNS 604, Resource Management in Student Affairs and Higher Education
5. New Course - CNS 605, Social and Cultural Diversity in Higher Education
6. Revise Program - #0440, Certificate: Career Counseling
7. Revise Program –#145, Student Affairs in Higher Education
8. Revise Program - #046, School Counseling

School of Teacher Education
Information Only - Temporary Courses: EDU 450 and EDU 450G, Special Topics: Engagement of Children and Youth in Climate Changes

1. Delete Course – SMED 210, Knowing and Learning in Mathematics and Science
2. New Course – TCHL 545, Classroom Instructional Strategies
3. New Course – TCHL 555, School and Classroom Assessment
4. New Course – TCHL 559, Research Design for Teacher Leaders
5. New Course – SMED 310, Knowing and Learning in Mathematics and Science
6. New Course – SEC 530, Seminar in English Language Arts Methods
7. Revise Course Prerequisites/Corequisites-TCHL 560, Research for Teacher Leaders
8. Revise Program – 0432 Non-Degree Planned Fifth Year/Rank II (Sec. Ed. for TL)
9. Revise Program – 0431 Non-Degree Planned Fifth-Year Rank II (Middle Grades for TL)
10. Revise Program – 0430 Non-Degree Planned Fifth-Year Rank II (Elem. Ed for TL)
11. Revise Program – ELEM 0433 MAE in Ed.: Elementary Ed. for Teacher Leaders
12. Revise Program – MGE 0434 MAE in Ed.: Middle Grades Educ. for Teacher Leaders
13. Revise Program – SEC #0435 or #035 MAE: Secondary Educ. for Teacher Leaders
14. Revise Program – SMED #774, Science and Mathematics Education
15. Revise Program – SPED #0457, MAE: Special Ed. TL: LBD
16. Create a New Certification Only Program – Library Media Education

Psychology

Undergraduate Level
1. I* Revise Course Prefix – PSY 321, PSY 345, PSY 361, PSY 370, PSY 405, PSY 407, PSY 411, PSY 423, PSY 424, PSY 430, PSY 450, PSY 473, PSY 480, PSY 483, PSY 485

2. C* Revise Course Description – PSY 490

3. C* Revise Course Number –PSY 199, PSY 301, PSY 365, PSY 410, PSY 455

4. A* Multiple Revisions – PSY 390, PSY 495

5. C* Create Course Equivalency – PSY 100, PSY 210, PSY 211, PSY 220 (formerly PSY 199), PSY 290, PSY 313 (formerly PSY 301), PSY 331 (formerly PSY 410), PSY 350, PSY 440, PSY 481 (formerly PSY 495), PSY 490, PSY 499

6. A* New Course – PSY 436

7. C* Revise Prerequisite/Corequisite – PSY 310

8. A* Revise Program – Psychology General (#760)

Graduate Level
Information:
1. Revise Course Prefix – PSY 504, PSY 512, PSY 513, PSY 521, PSY 523, PSY 551, PSY 552, PSY 563, PSY 570, PSY 571, PSY 572, PSY 580, PSY 670, PSY 673, PSY 770, PSY 771, PSY 773

Consent:
2. Revise Number – PSY 500

3. Create Course Equivalency – PSY 440G, PSY 520, PSY 590, PSY 640, PSY 641, PSY 597 (formerly PSY 500)

4. Suspend Course – PSY 490G and PSY 495G

Action:
5. New Course – PSY 436G

6. Revise Program – Master of Arts: Psychology (#092)

7. Revise Program – Specialist in Education: School Psychology (#147)

III.   Other Business

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Aaron W. Hughey
                 Aaron.hughey@wku.edu
                 745-4849

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: CNS 593
   1.2   Course title: Career Development in Student Affairs and Higher Education
   1.3   Abbreviated course title: Career Development
              Credit hours: 3 hours; no variable credit
   1.4   Grade type: Standard letter grade
   1.5   Prerequisites/corequisites: Admission to Graduate Studies
   1.6   Course description: Career development process throughout the lifespan, emphasis on implications for student affairs and higher education. Career development theories, career assessment instruments, professional resources, decision-making models, and factors inherent to the career development process; evolving economic, political, social and technological conditions.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Student affairs professionals need a comprehensive and functional understanding of career development and its implications for students at all levels, but particularly college students. A new course needs to be developed for student affairs majors in the Department of Counseling and Student Affairs to replace CNS 556 (Developmental Career Counseling). This course will focus more on career development and its implications for student affairs professionals as opposed to counseling, which is the emphasis of CNS 556.
   2.2   Projected enrollment in the proposed course: 20 – 25 students per year, as this course will be required in the master's degree program in student affairs as well as the graduate certificate program in career services.
   2.3   Relationship of the proposed course to courses now offered by the department: This course would complement the courses designed to provide the theoretical foundation and parameters of career advising and program operation for student affairs professionals at the postsecondary or adult education level. CNS 577 (Counseling Concepts and Applications for Student Affairs Professionals) examines basic concepts and applications essential for effective student affairs practice. This course is related to the proposed course in that it provides an introduction and framework for working with students in a variety of student affairs related settings. CNS 556 (Developmental Career Counseling) introduces the career counseling process across the lifespan from early childhood through older adulthood, and forms the foundation for continued in-depth research, study and practice of career counseling. These topics will be covered in the proposed course, with

the exception of the emphasis on counseling and an emphasis on the application of course content in higher education settings.

2.4   Relationship of the proposed course to courses offered in other departments:
        The proposed course is specific to the provision of career counseling services by student affairs professionals to individuals engaged in postsecondary or adult education. Courses within other departments may emphasize program planning and evaluation, as well as clinical and diagnostic training as integral parts of the total program of public school pupil services, adult education programming and organizational management, but do not address individual career development specifically, as in the case of ADED 530, Program Development for Adults; PSY 422G, Adolescent Psychology; PSY 423G Psychology of Adult Life and Aging; PSY 514, Program Evaluation; PSY 522, Advanced Adolescent Psychology; PSY 570, Job Analysis and Compensation; and PSY 571 Personnel Psychology.

2.5   Relationship of the proposed course to courses offered in other institutions:
        In an examination of courses offered by WKU benchmark institutions and schools within the state, only 19%, or 4 of 21, offered more than one graduate career development course. Of those institutions offering more than one graduate career course, 95% of courses were offered within the Psychology department and were based on a "medical" model of counseling psychology theory and intervention, (e.g. Ball State University offers CPSY 610 (Career Theories and Realities), CPSY 614 (Career Counseling, Assessment, and Interventions) within their Department of Counseling Psychology, and University of Louisville which lists ECPY 670 (Career Counseling) and ECPY 671 (Psychology of Career Development). The remaining schools offering more than one graduate career course did so within the Counseling or Social Sciences department. Indiana State: COUN 635 (Career Development), and COUNS 835 (Seminar in Career Development); Cal State-Chico: SOSC 510 (Tests and Measurements for Career Guidance), SOSC 511 (Principles and Techniques of Career Guidance), SOSC 560 (Career/Life Planning Seminar), and SOSC 660 (Supervised Teaching of Career Guidance and Development). In the majority of the schools surveyed, graduate level career courses were provided as components of the public school counselor education training program. The proposed course differs from these courses in that the focus will be based on the model practiced within most student affairs areas, and will also include information relevant for career center administration within adult and higher education.

3.   **Discussion of proposed course:**
    3.1   Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.
    3.2   Learning Outcomes:
            Upon successful completion of this course, students will be able to:
            - Apply career development theories and decision-making models to college students.
            - Demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process.
            - Research, recommend, administer and interpret commonly used career assessments.
            - Demonstrate understanding and use of computers and the Internet in support of career development.
            - Design, deliver and evaluate career related programming based on the career development theory and the needs of diverse populations
            - Demonstrate a functional understanding of career programming administration, including budget and human resource management, procedure and policy

development, collaborative relationship building, ethical and legal guidelines, and professional advocacy.

3.3   Content outline:
- Career Development and Intervention Practice
- Applying Basic Theories of Career Development
- Understanding and Applying Emerging Theories of Career Development
- Understanding and Applying Decision-Making Models
- Understanding the World of Work (Evolving Labor Markets; the Impact of Globalization, Economic Trends)
- Career Development and Diverse Populations
- Career Development Interventions for the 21st Century
- Technology and the Career Development Process
- Career Development Advocacy and Ethical Issues
- Design and Delivery of Career Planning and Development Services
- Accessibility, Availability, and Adaptability
- Budget Planning, Development and Justification
- Collaborative Partnerships for Maximizing Resources
- Professional Development and Advocacy
- Integrating Career Planning and Development
- Collecting and Using Data for Marketing and Program Improvement
- Innovative Outreach, Advertising, Programming and Promotion

3.4   Student expectations and requirements:
- Article/Chapter Critiques
- Video Critiques
- Program Development
- Case Studies
- Learning Reflections
- Participation in Discussions
- Reflection Papers
- Reaction Papers

3.5   Tentative texts and course materials:

Niles, S. G. (2002). *Adult career development: concepts, issues, and practices* (3rd Ed.). Broken Arrow, OK: National Career Development Association.

Niles, S. G. & J. G. Harris-Bowlesby (2009). *Career development interventions in the 21st century* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.

Sampson, J. P. (2008). *Designing and implementing career programs: A handbook for effective practice.* Broken Arrow, OK: National Career Development Association.

Schutt, D. A. (Ed.). (2007). *How to plan and develop a career center* (2nd Ed.). NewYork, NY: Ferguson Publishing.

4.   Resources:
4.1   Library resources: Present holdings are adequate.

4.2   Computer resources: Present resources are adequate.

5. **Budget implications:**
    5.1 Proposed method of staffing: Current faculty will teach the course.
    5.2 Special equipment needed: No special equipment is needed in support of this course.
    5.3 Expendable materials needed: No expendable materials are needed in support of this course.
    5.4 Laboratory materials needed: No laboratory materials are needed in support of this course.

6. **Proposed term for implementation:** Fall 2014.

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

Department of Counseling and Student Affairs	**November 20, 2013**
CEBS Curriculum Committee	
Graduate Council	
University Senate	

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Aaron W. Hughey
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745-4849

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: CNS 594
    1.2   Course title: Research Methods in Student Affairs
    1.3   Abbreviated course title: Research Methods SA
            Credit hours: 3 Variable credit: No
    1.4   Grade type: Standard letter
    1.5   Prerequisites/corequisites: Admission to the Student Affairs program in the Department of Counseling and Student Affairs or permission of instructor.
    1.6   Course description: Fundamental concepts of research methodology, including both quantitative and qualitative research design as well as relevant statistical procedures and techniques. Emphasis on both evaluating and conducting research in the student affairs profession.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Student affairs professionals deal with a very specific type of research literature, differentiated from other disciplines. Although basic educational/social science methodology is employed, student affairs students are best served by course content that is specifically related to their prospective employment settings. This course will allow the content to be tailored to their needs as aspiring student affairs professionals.
    2.2   This course will focus on student affairs research and program evaluation concerns instead of applications more appropriate for counseling applications, which is the emphasis of the currently required CNS 598.
    2.3   Projected enrollment in the proposed course: 20-25 students per year.
    2.4   Relationship of the proposed course to courses now offered by the department: The course is similar to CNS 598 (Research and Program Evaluation in Counseling), a course that has specific applications to counseling, which has a distinct and focused research orientation.
    2.5   Relationship of the proposed course to courses offered in other departments: The course is similar to EDFN 500 (Research Methods), which is offered by the Department of Administration, Leadership and Research. Again, however, the emphasis in that course tends to be predominantly P-12 and deals with research applications that are distinct from the student affairs profession and literature.

2.6   Relationship of the proposed course to courses offered in other institutions: All comparable master's degree programs in student affairs at other institutions require a research methodology course analogous to the one being proposed here.

3.   Discussion of proposed course:

3.1   Schedule type: Lecture.

3.2   Learning Outcomes:

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

- Access the research resources available to student affairs professionals, including traditional sources as well as online services.
- Conduct an appropriate literature and background review for research within the student affairs profession.
- Evaluate and judge the efficacy and applicability of research contributions (journal articles, monographs, books, theses, dissertations, websites, unpublished studies, etc.) available within the student affairs profession.
- Select the general research methodology (either quantitative or qualitative) which is most appropriate given a particular research need in the student affairs profession.
- Select the specific research design (survey, developmental, follow-up, correlational, experimental, and/or case study) which is most appropriate given a particular research need in the student affairs profession.
- Form an appropriate research hypothesis (when applicable), and test it for acceptance or rejection using appropriate statistical techniques when conducting quantitative research in the student affairs profession.
- Select and utilize appropriately descriptive and/or inferential statistical techniques when conducting quantitative research in the student affairs profession.
- Select and utilize appropriately qualitative research methods such as case studies, field studies, and single-subject studies when conducting qualitative research in the student affairs profession.
- Adhere to the legal and ethical constraints which are applicable to research conducted in the student affairs profession.
- Prepare a formal research report and/or develop a manuscript for potential publication in an appropriate refereed, research-oriented journal of the student affairs profession.

3.3   Content outline:

- Overview of the Role of Research in the Student Affairs Profession
- Conducting Literature Reviews in the Student Affairs Profession
- Different Types of Research in the Student Affairs Profession
- Quantitative Research Methods in the Student Affairs Profession
- Qualitative Research Methods in the Student Affairs Profession
- Using Hypotheses in Conducting Research in the Student Affairs Profession
- Basic Statistical Procedures Used in Conducting Research in the Student Affairs Profession
- Limitations When Conducting Research in the Student Affairs Profession
- Legal and Ethical Considerations When Conducting Research in the Student Affairs Profession
- Preparing Formal Reports/Manuscripts Based on Research Conducted in the Student Affairs Profession

3.4   Student expectations and requirements:

- Readings and Reflections
- Objective Examination Over Research Concepts and Terms
- Completion of CITI Training
- Development of Research Proposal
- IRB Approval of research proposal
- Execution of Research Proposal
- Completion of Research Project
- Participation in Discussions

3.5   Tentative texts and course materials:

Babbie, E.R. (2010). *The practice of social research*. Belmont, CA: Wadsworth. H62.B2 2010

Creswell, J. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage. H62.C6963 2009Los Angeles, CA: Sage. H62.C566 2008

Denzin, N.K. and Lincoln, Y.S. (eds.). (2011). *The Sage handbook of qualitative research.* Thousand Oaks: Sage. H62.H2455 2011

Jaccard, J. and Becker, M.A. (2010). *Statistics for the behavioral sciences*. 5th edition. Belmont, CA; Wadsworth. BF39.J28 2010

Maxwell, J.A. (2012). *A realist approach for qualitative research*. Los Angeles, CA: Sage. H62.M324 2012

Mitchell. M.L. and Jolley, J.M. (2010). *Research design explained*. Belmont, CA: Wadsworth. BF76.5.M57 2010

Simons, H. (2009). *Case study research in practice*. Los Angeles: Sage. H62.S476 2009

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

5.   Budget implications:
    5.1   Proposed method of staffing: Current faculty resources are sufficient to teach the course.
    5.2   Special equipment needed: No special equipment is needed in support of this course.
    5.3   Expendable materials needed: No expendable materials are needed in support of this course.
    5.4   Laboratory materials needed: No laboratory materials are needed in support of this course.

6.   Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department/ Unit   **November 20, 2013**

College Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Monica Galloway Burke
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1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: CNS 603
   1.2   Course title: Critical Issues and Strategies in Student Affairs and Higher Education
   1.3   Abbreviated course title: Critical Issues and Strategies
           Credit hours: 3 hours; no variable credit
   1.4   Grade type: Standard letter grade
   1.5   Prerequisites/corequisites: CNS 590
   1.6   Course description: Contemporary issues associated with student affairs and higher education.

2. **Rationale:**
   2.1   Reason for developing the proposed course:
           To be highly informed and objective, student affairs professionals need to understand complexities inherent in higher education in the United States. These complexities often manifest themselves in debates that appear as polarizing issues in academia. The goals of this course are helping students comprehend conflicting perspectives related to these issues and develop a critical perspective to analyze these issues, and reflect on their own perspectives related to these issues. Finally the course will emphasize development of identities as student affairs professionals. As Renn and Jessup-Anger (2008) assert, graduate preparation programs could promote this development by creating opportunities for students to develop accurate self-assessment, to read a work environment, to reflect on work-related expectations, and then to act on that analysis.

           Reference:
           Renn, K.A. & Jessup-Anger, E.R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the national study of new professionals in student affairs. *Journal of College Student Development*, *49*(4), 319-335.

   2.2   Projected enrollment in the proposed course: 20 – 25 students per year.
   2.3   Relationship of the proposed course to courses now offered by the department: No similar courses are currently offered.
   2.4   Relationship of the proposed course to courses offered in other departments: Based on the content and the purpose of the course, no other courses in other departments offer this course.
   2.5   Relationship of the proposed course to courses offered in other institutions:

- CSP 6050: Capstone Seminar (3) (Bowling Green State University)—This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in CSP and to prepare students for their transitions to professional positions within student affairs upon graduation
- HE 739: Current Issues and Trends in Student Affairs (University of Southern Mississippi). (3 hrs). Prerequisite: HE 639 or permission of instructor. A topical study of current issues and trends in the design of student development services in higher education.
- EDHE 6900 - Special Topics in Higher Education and Student Affairs (Ohio University). Ongoing and up-to-date treatment of significant current developments in higher education.

3. **Discussion of proposed course:**
   3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.
   3.2 Learning Outcomes:
   Upon completion of this course students should be able to:
   - Examine and assess their role as a student affairs professional.
   - Strengthen their professional knowledge and self-efficacy through increasing intellectual and practical skills in inquiry and analysis of issues encountered by student affairs professionals.
   - Synthesize and apply knowledge gained in the student affairs graduate program to the resolution of practical problems they are likely to encounter as student affairs professionals.
   - Define their philosophy of professional practice and role as practitioners with regard to salient issues confronting the profession.
   - Assess their professional competencies, career goals, and values.
   - Develop a better understanding of your structured thought and tacit knowledge as they apply to practice.
   - Develop a comprehensive understanding of salient organizational and cultural theories associated with understanding postsecondary institutions.
   - Become more familiar with critically analyzing multiple perspectives represented in higher education.
   - Increase their ease and facility with writing and speaking critically about the subject matters.
   - Be capable of moving freely from theory to practice, setting groundwork for creative problem- solving related to issues that emerge throughout the semester.
   - Focus on specific topics of importance to the success of new professionals.

   3.3 Content outline:
   - Personal Beliefs, Values, and Commitments
   - Professional Beliefs, Values, and Commitments
   - Organizational Culture and Institutional "fit"
     - Read: Blimling, G. S. (2002). Uncommon truths: A diary of practical wisdom.
     - Personal Beliefs, Values, and Commitments

- ▪ Complete the Principles of Good Practice Inventory
  - o Career Issues in Student Affairs
    - o Read: Renn, & Hodges, J.P. (2007). The first year on the job: Experiences of new professionals in student affairs.
  - ▪ <u>Job Search Strategies</u>
    - ▪ <u>Interviewing and Networking ? fit</u>
  - ▪ Professional Qualities and Skills
    - o Read: Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs
  - ▪ Being A New Professional
    - ▪ Professional Transition
    - o Read: Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs
  - ▪ Current Events Discussion
  - ▪ Portfolio Presentations

3.4   Student expectations and requirements:
- ▪ Professional portfolio
- ▪ Case Studies Assessment and Presentation
- ▪ Current Issues Presentation and Discussion
- ▪ Learning Reflections
- ▪ Participation in Discussions
- ▪ Reflection paper
- ▪ Reaction paper

3.5   Tentative texts and course materials:
<u>Required text:</u>
Amey, M. J., & Reesor, L. M. (Eds.) (2009). *Beginning your journey: A guide for new professionals in student affairs*. Washington, DC: National Association of Student Personnel Administrators.

A Test of leadership: Charting the future of U.S. higher education. Final report of the Secretary's Commission on the Future of Higher Education. (2006). Washington, DC. US Department of Education.
http://www.ed.gov/print/about/bdscomm/list/hiedfuture/reports.html

<u>Required Readings:</u>
Blimling, G. S. (2002). Uncommon truths: A diary of practical wisdom. In J. Dalton (ED.), The art and practical wisdom of student affairs leadership, 71 - 81. San Francisco: Jossey-Bass.

Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. *NASPA Journal*, *44*(4), 265-284.

Kuk, L., Cobb, B., & Forrest, C. (2007). Perceptions of competencies of entry-level professionals in student affairs. *NASPA Journal*, *44*(4), 664-691.

Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. *NASPA Journal*, *44*, 367-391.

Download the following booklets: http://www.insidehighered.com/booklets

Review of the new articles at http://www.insidehighered.com/

Enroll in the following (free) resources:
- http://chronicle.com/myaccount/createfreeaccount/
- https://www2.acenet.edu/subscribe/hena/index.cfm

Review *The Interview Process: Gaining Access to a Higher Education Position* at http://www.youtube.com/watch?v=xsauI9eGdJw

Review Having a Mentor: An Important Part of Your Learning Process at http://www.youtube.com/watch?v=rIlYsL3I7is

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

5. Budget implications:
- 5.1 Proposed method of staffing: Current faculty resources are sufficient to teach the course.
- 5.2 Special equipment needed: No special equipment is needed in support of this course.
- 5.3 Expendable materials needed: No expendable materials are needed in support of this course.
- 5.4 Laboratory materials needed: No laboratory materials are needed in support of this course.

6. Proposed term for implementation: Fall 2014.

7. Dates of prior committee approvals:

Department/ Unit	**November 20, 2013**
College Curriculum Committee	
Graduate Council	
University Senate	

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Aaron W. Hughey
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1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: CNS 604
   1.2   Course title: Resource Management in Student Affairs and Higher Education
   1.3   Abbreviated course title: Resource Management SA HE
             Credit hours: 3 hours; no variable credit
   1.4   Grade type: Standard letter grade
   1.5   Prerequisites/corequisites: CNS 585
   1.6   Course description: Issues related to financial and enrollment management in colleges and universities, with emphasis on the effective and efficient use of financial and human resources in fulfilling institutional missions and strategic plans.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Like all industries, higher education is dependent upon particular sets of critical resource flows to sustain their labor and capital intensive activities. In particular, enrollment management and financial management are increasingly inter-related at most contemporary colleges and universities and are central in achieving an institution's objectives around access, enrollment, and retention. Therefore, it is imperative that future student affairs professionals explore the issues surrounding resource management in higher education and student affairs and defined inclusively of financial, organizational, and human skills resources. As aspiring administrators, it is imperative that graduate students have a robust understanding of how one can lead in economic downturns; recognize the role of endowments; understand the impact of enrollment trends as well as state and federal policy levers and effects; and possess practical know how informed by the literature and basic knowledge of resource management.
   2.2   Projected enrollment in the proposed course: 20-25 students per year
   2.3   Relationship of the proposed course to courses now offered by the department: The course is marginally related to some of the content in CNS 585 (Leadership and Administration in Student Affairs) and somewhat related to CNS 660 (Organization and Administration of Guidance Services), although the proposed course has a distinct focus within a unique context.
   2.4   Relationship of the proposed course to courses offered in other departments: There are no courses in other departments that have the unique focus and orientation of this particular course.

2.5 Relationship of the proposed course to courses offered in other institutions: Other programs have a similar course. For example, Penn State offers HIED 860 (Conducting Enrollment Management Studies), North Carolina State University offers EAC 749 (Finance and Higher Education), and Indiana State University offers ELAF 760 (Resource Management in Higher Education). All of these courses offer content similar to the proposed course, but not in the exact configuration described here.

3. Discussion of proposed course:

3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.

3.2 Learning Outcomes:
Upon completion of this course students should be able to:
- Recognize some of the leading persistence/retention models in higher education.
- Describe the critical resources to public and private institutions of higher education.
- Recognize the degree of reliance of public and private institutions on particular resources and the implications/effects of threats or changes in these resource flows or allocation processes.
- Recognize the sources of expenditures for institutions of higher education and their relative magnitude
- Understand the unique economics associated with higher education and such issues as the "cost problem".
- Articulate the issues and debate surrounding tuition and aid policy at the federal, state, and institutional levels.
- Describe the issues and debate surrounding federal research policy and higher education's growing entrepreneurial orientation.
- Recognize how policy issues can be used to guide reform efforts.
- Articulate the various components of a college budget and basic accounting practices.
- Articulate what key performance indicators are and how they are used.
- Describe the evolution of thinking about planning in higher education, how it is commonly practiced, and the utility of applying concepts developed in business to the higher education setting.
- Describe key resource issues surrounding fundraising, endowment management, facilities, and information technology.
- Articulate a functional understanding of the relationship between financial management and enrollment management
- Recognize the campus components of enrollment management as interconnected systems.

3.3 Content outline:
- Basic Budgeting
- Financing Higher Education
- Differences (and Similarities) Between Public and Private Institutions
- Key Performance Indicators
- The Enrollment Management Process
- **Developing the Strategic Enrollment Plan**
- **Harnessing the Technology**

- Using Statistics for Enrollment Management
- Admissions - Attracting, Admitting, and Enrolling Students
- The Role of Financial Aid Role in Enrollment Management
- Orienting and Integrating New Students
- **Student Retention, Persistence, and Graduation**
- **The Relationship Between Economics and Enrollments**

3.4   Student expectations and requirements:
- Article/Chapter Critiques
- Case Studies
- Research Project
- Simulation Development
- Participation in Discussions
- Reflection Papers
- Reaction Papers

3.5   Tentative texts and course materials:

Barr, M. J. (2002). *Budgets and financial management*. San Francisco: Jossey-Bass.

Dickeson, R. C. (2010). *Prioritizing academic programs and services*. San Francisco: Jossey-Bass.

Martin, J., Samels, J. E., & Associates. (2009). *Turnaround: Leading stressed colleges and universities to excellence.* Baltimore, MD: Johns Hopkins.

Priest, D.M. & St. John, E.P. (2004). *Privatization and public universities.* Bloomington, IN: Indiana University Press.

Paulsen, M.B. & Smart, J.C. (2001). *The finance of higher education: Theory, research, policy, & practice.* New York: Agathon Press.

Slaughter, S. & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state, and higher education.* Baltimore, MD: The Johns Hopkins University Press.

St. John, E P. & Parsons, M. D. (2004). *Public funding of higher education: Changing contexts and new rationales.* Baltimore, MD: The John Hopkins University Press.

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

5.   Budget implications:
5.1   Proposed method of staffing: Current faculty resources are sufficient to teach the course.
5.2   Special equipment needed: No special equipment is needed in support of this course.
5.3   Expendable materials needed: No expendable materials are needed in support of this course.
5.4   Laboratory materials needed: No laboratory materials are needed in support of this course.

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

Department/ Unit   **November 20, 2013**
                                                    _____

College Curriculum Committee
                                                    _____

Graduate Council
                                                    _____

University Senate
                                                    _____

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Monica Galloway Burke
                monica.burke@wku.edu
                745-8997

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: CNS 605
   1.2   Course title: Social and Cultural Diversity in Higher Education
   1.3   Abbreviated course title: Social and Cultural Diversity in Higher Education
   1.4   Credit hours and contact hours: 3 hours; no variable credit
   1.5   Grade Type: Standard letter grade
   1.6   Prerequisite/co-requisite: Instructor permission required.
   1.7   Course catalog listing: Designed to examine the individual and organizational issues of social and cultural diversity in U.S. higher education and to focus on the development of the awareness, knowledge, and skills necessary to be a multiculturally competent student affairs/higher education practitioner.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Due to the demographic shifts in American society and higher education and given that student affairs professionals work with students from diverse backgrounds, basic multicultural competencies must be developed. This course will provide structured opportunities for students to think more critically about difference in U.S. society and higher education; to evaluate cultural pluralism and analyze social inequalities; and to explore their own and others' social identity groups while building pluralistic skills, dispositions and multicultural competencies. This course will focus on diversity as it applies to student affairs, and higher education.
   2.2   Projected enrollment in the proposed course: 20 - 25 students per year.
   2.3   Relationship of the proposed course to courses now offered by the department. The proposed course will be required in the Student Affairs graduate program. This course will replace the current course requirement CNS555 and will focus on information specifically related to diversity and cultural competence in student affairs and higher education. The aim of this course is to prepare graduates to work with increasingly pluralistic student populations and develop multicultural competence for engaging with diverse students.
   2.4   Relationship of the proposed course to courses offered in other departments: Based on the content and the purpose of the course, no other departments offer a course that addresses the necessary multicultural competencies for student affairs professionals.

   2.5   Relationship of the proposed course to courses offered in other institutions: Institutions with Student Affairs (also identified as College Student Personnel) graduate programs offer a similar course.

           ECPY 663- Multicultural and Diversity Issues (College Student Personnel, University of Louisville): Emphasis will be placed on developing effective communication skills in multicultural settings. Focus will also be directed toward various cultural and ethnic groups.

CSP 6035 - Multicultural Competence in Student Affairs (College Student Personnel, Bowling Green State University): A graduate-level course that emphasizes development of awareness, knowledge, and skills necessary to be a multiculturally competent student affairs practitioner. Emphasis on practitioner responsibilities, challenges, and opportunities for creating and sustaining multiculturally affirming campus communities.

HE 619 - Cultural Diversity in Student Affairs (Higher Education, emphasis in Student Affairs Administration, University of Southern Mississippi). A theoretical and skill development course for Student Affairs professionals designed to strengthen multicultural awareness, knowledge, and skills of diverse populations in the higher education setting.

3. **Discussion of proposed course:**
3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.
3.2 Learning Outcomes:
Upon successful completion of this course, students will be able to:
- Describe key concepts and salient theoretical perspectives on oppression, social justice, difference and identities in U.S. society with particular attention to race, ethnicity, social class, sex/gender, sexuality, religion, and disability and how these impact higher education;
- Explain how power, privilege, and discrimination shape perspectives related to diversity and diverse individuals and develop a personal and professional analysis of privilege and power upon which to base action and practice;
- Articulate and think critically about how the historical and contemporary sociocultural context can influence various aspects of U.S. higher education including access, leadership, policy, and student experiences;
- Develop increased self-awareness of what it means in the U.S. to be a person in an underrepresented and/or marginalized groups;
- Describe how one's own identity formation has shaped her/his worldview and higher education experiences and continues to influence one's professional practice in educational leadership;
- Develop abilities and skills necessary for recognizing the social realities and problems that exist currently on college campuses related to issues of difference and diversity;
- Enact leadership for social change regarding multicultural and diversity issues; and
- Expand a repertoire to continue to learn about and engage with the subject.

3.3 Content outline:
- Multicultural/Cultural Competence
- Self-concept and social learning
- Race & Ethnicity/Social, Cultural and Racial Identity
- Oppression/Marginalization and Their Effect on College Student Identity Development
- Privilege, Difference, Power and Stereotypes
- Cultural Populations in the College Setting
  - African American
  - Latino/Latina

- o Asian American/Pacific Islander
- o American Indian
- o Biracial/Multiracial
- o White
- o Sex, Gender and Sexual Orientation Identity
- o International
- o Lesbian, Gay, Bisexual and Transgender
- o Ability/Disability
- o Social Class
- o Spirituality and Religion
- o Nontraditional College Student
- ▪ Multicultural Student Services at Institutions of Higher Education

3.4 Student expectations and requirements: Assessment of student learning will be based on a combination of the following measures:
- ▪ Final exam
- ▪ Critiques of readings/articles
- ▪ Participation in class discussion and class activities
- ▪ Field trips/Campus and local community visits
- ▪ Group projects/presentations
- ▪ Blogs/Reflection journals
- ▪ Case study analysis

3.5 Tentative texts and course materials:

Required texts:

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H.W., Peters, M.L., &Zuniga, X.

(2013). *Readings for diversity and social justice* (3rd ed.). New York:

Routledge.

Cuyjet, M.J., Howard-Hamilton, M.F., & Cooper, D. (2011). *Multiculturalism on*

campus: Theories, models, and practices for understanding diversity and

creating inclusion. Sterling, VA: Stylus Publishing.

Recommended texts:

American Psychological Association. (2009). *Publication manual of the American*

Psychological Association, (6th ed.). Washington, DC: Author.

Harper, S.R. & Quaye, S.J. (2009). *Student engagement in higher education: Theoretical*

perspectives and practical approaches for diverse populations. New York:

Routledge.

Harper, S.R. & Hurtado, S. (2011). Racial and ethnic diversity in higher education (3rd

ed.). ASHE Reader Series. Boston: Pearson Learning Solutions.

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw

Hill.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass.

Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria*?: *And other conversations*. New York: Basic Books.

Required readings:

Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, *120*, 7-24.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School, 49*(2), 31-35.

Pope, R. L. & Mueller, J. A., Reynolds, A. L. (2009). Looking back and moving forward: Future directions for diversity in student affairs. *Journal of College Student Development*, *50*, 640-658.

Steele, C.M. (1999). Thin ice: Stereotype threat and Black college students. *The Atlantic Online*. Retrieved from http://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/304663/

Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*(6), 613-629. doi: 10.1037/0003-066X.52.6.613

Washington, J. (2007). Social justice in higher education: From awareness to action. *Leadership Exchange*, *5*(3), 12-15.

Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *College Student Affairs Journal*, *26*(2), 114-126.

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

5. Budget implications:
5.1   Proposed method of staffing: Current faculty resources are sufficient to teach the course.
5.2   Special equipment needed: No special equipment is needed in support of this course.
5.3   Expendable materials needed: No expendable materials are needed in support of this course.
5.4   Laboratory materials needed: No laboratory supplies are needed in support of this course.

6. Proposed term for implementation: Fall semester of 2014.

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: November 20, 2013____
CEBS Curriculum Committee   _____
Graduate Curriculum Committee   _____
University Senate   _____

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

Contact Person: Aaron Hughey, aaron.hughey@wku.edu, 54948

1.   **Identification of program:**
         1.1   Current program reference number: #0440
         1.2   Current program title: Certificate: Career Counseling
         1.3   Credit hours: 15

2.   **Identification of the proposed program changes:**
         Change program title, program description content, and course requirements.

3.   **Detailed program description:**

Certificate: Career ~~Counseling,~~ Ref. #0440 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.	Certificate: Career **Services**, Ref. #0440 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.
The Certificate in Career ~~Counseling (CCC)~~ is designed to provide ~~career counselors, educators, and other~~ helping professionals with ~~the~~ advanced knowledge and skills ~~they need in order~~ to better serve students and clients within the context ~~of an employment landscape that is volatile and ever changing. Participants in~~ this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Moreover, the ~~CCC~~ program complements the master's degree programs in ~~student affairs, school counseling, and mental health counseling~~. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires an internship in career counseling. The program may be completed as a stand-alone program, or students admitted ~~into the MAE in Student Affairs, Mental Health Counseling, or School~~	The Certificate in Career **Services (CCS)** is designed to provide helping professionals with advanced knowledge and skills **needed** to better serve students and clients within the context **of a volatile and ever changing employment landscape**. **Graduates of** this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Moreover, the **CCS** program complements the master's degree programs in **a wide variety of helping professions**. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires an internship in career counseling. The program may be completed as a stand-alone program, or students admitted **to related master's degree programs may**

Left column:

~~Counseling~~ may incorporate up to 12 hours of the certificate program into their program of study (if appropriate). Admission to the ~~CCC~~ program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere. However, students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program. Please note that admission to, or completion of, the ~~CCC~~ program will not guarantee admission to any graduate degree program.

Admission Requirements
Please refer to the university admission requirements for graduate students found in the Admission section of this catalog.

Certificate Requirements: 15 hours
Required Courses 9 hours
~~CNS 556 Developmental Career Counseling~~
CNS 675 Advanced Career Counseling and Services Administration
CNS 595 Internship (in Career Counseling)

Restricted Electives 6 hours
CNS 572 The College Student Experience
CNS 574 Student Development in Higher Education
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
~~CNS 552 Testing and Assessment in Counseling~~
~~CNS 553 Community Resources in Guidance and Counseling~~
~~CNS 559 Techniques of Counseling~~

Right column:

incorporate 12 hours of the certificate program into their program of study (if appropriate). Admission to the **CCS** program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere. However, students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program. Please note that admission to, or completion of, the **CCS** program will not guarantee admission to any graduate degree program.

Admission Requirements
Please refer to the university admission requirements for graduate students found in the Admission section of this catalog. **In addition to these requirements, applicants are required to submit a statement describing their interest in the CCS and their employment goals.**

Certificate Requirements: 15 hours
Required Courses 9 hours
CNS 593 Career Development in Student Affairs and Higher Education
CNS 675 Advanced Career Counseling and Services Administration
CNS 595 Internship (in Career Counseling)

Restricted Electives 6 hours
CNS 556 Developmental Career Counseling
CNS 572 The College Student Experience
CNS 574 Student Development in Higher Education
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
CNS 610 Assessment and Accountability in Student Affairs and Higher Education

4. **Rationale for the proposed program change:**
   Certificate title change more accurately reflects certificate course content and objectives.
   - The inclusion of counseling in the title was misleading since a degree in counseling is not required for admission and because the program does not provide significant training in counseling.

   Changes in required and restrictive elective courses were needed to reflect changes in course offerings.
   - CNS 553 Community Resources in Guidance and Counseling is no longer offered.
   - CNS 559 Techniques of Counseling is restricted to master's degree students in the Counseling (#043) and School Counseling (#046) programs.
   - CNS 593 Career Development in Student Affairs and Higher Education and CNS 610 Assessment and Accountability in Student Affairs and Higher Education contain course content more specific to CCS objectives.

5. **Proposed term for implementation and special provisions (if applicable):**
   201430

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

Department of Counseling and Student Affairs	**November 20, 2013**
CEBS Curriculum Committee	
Graduate Council	
University Senate	

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

Contact Person: Aaron W. Hughey, Aaron.Hughey@wku.edu, 745-4849

1. **Identification of program:**
   1.1 **Current program reference number:** 145
   1.2 **Current program title:** Student Affairs in Higher Education
   1.3 **Credit hours:** 48

2. **Identification of the proposed program changes:**
   - Clarify degree requirements
   - Remove CNS 558 Counseling Theories and replace with CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
   - Remove CNS 552 Testing and Assessment in Counseling and replace with CNS 604 Resource Management in Student Affairs and Higher Education
   - Remove CNS 556 Developmental Career Counseling and replace with CNS 593 Career Development in Student Affairs and Higher Education
   - Remove CNS 555 Social and Cultural Diversity in Counseling and replace with CNS 605 Social and Cultural Diversity in Higher Education
   - Remove CNS 598 Research and Program Evaluation in Counseling and replace with CNS 594 Research Methods in Student Affairs

3. **Detailed program description:**

Current	Proposed
Master of Arts in Education: Student Affairs in Higher Education, Ref. #145	Master of Arts in Education: Student Affairs in Higher Education, Ref. #145
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php .	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php .
The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.	The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.

Admission Requirements
Review of completed applications begins March 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 student affairs professionals. 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 competitive with a limited number of openings available.
Application for admission requires three steps:
1.   Submit required materials to the Graduate School:
(a)   Complete the online graduate application at www.wku.edu/graduate.
(b)   Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
(c)   Submit official transcripts of all post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. (Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.)
(d)   Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.
2.   Apply for admission to the Student Affairs in Higher Education program. The second step in applying for admission to the Student Affairs in Higher Education program is to submit the following materials on or before March 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 Student Affairs professional.

ii.   Describe your personal characteristics that prepare you to become an effective Student Affairs 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 master's degree in Student Affairs in Higher Education 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 to be considered for admission.) Falsification of the information in this statement or any other 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 Stu- dent 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 to 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 three 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
Student Affairs in Higher Education Program
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 interviews on campus with faculty and current students. Interviews will focus on the following:

(a)   Discussion of interests in the Student Affairs in Higher Education program 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
The specific requirements for the MAE program in Student Affairs are as follows:
~~General Professional Requirements 18 hours~~
~~CNS 598 Research and Program Evaluation in Counseling~~
~~CNS 552 Testing and Assessment in Counseling~~
~~CNS 555 Social and Cultural Diversity in Counseling~~
~~CNS 556 Career Counseling~~
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals ~~CNS 558 Counseling Theories~~
 ~~Student Affairs Major Requirements 30 hours~~
CNS 571 Introduction to Student Affairs CNS 572 The College Student Experience
CNS 574 Student Development in Higher Education
CNS 585 Leadership and Administration in Student Affairs
CNS 589 Group Dynamics in Student Affairs and Higher Education
CNS 610 Assessment and Accountability in Student Affairs and Higher Education CNS 670 Parameters of Law in Student Affairs and Higher Education
CNS 590 Practicum^
CNS 595 Internship (6 hours)* | (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
CNS 571 Introduction to Student Affairs
CNS 572 The College Student Experience
CNS 574 Student Development in Higher Education
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
CNS 585 Leadership and Administration in Student Affairs
CNS 589 Group Dynamics in Student Affairs and Higher Education
CNS 593 Career Development in Student Affairs and Higher Education
CNS 594 Research Methods in Student Affairs
CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
CNS 604 Resource Management in Student Affairs and Higher Education
CNS 605 Social and Cultural Diversity in Higher Education
CNS 610 Assessment and Accountability in Student Affairs and Higher Education
CNS 670 Parameters of Law in Student Affairs and Higher Education
CNS 590 Practicum ^
CNS 595 Internship (6 hours)* |

^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. *Internship must be taken over a period of two semesters. 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 at www.wku.edu/csa/sc/comp_exam.php.	^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. *Internship must be taken over a period of two semesters. 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 at www.wku.edu/csa/sc/comp_exam.php.

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

- Clarify degree requirements

"General Professional Requirements 18 hours" and "Student Affairs Major Requirements 30 hours" were deleted to more clearly indicate that the program consists of 48 hours of required courses.

- Remove CNS 558 Counseling Theories and replace with CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education

CNS 603 will provide a relevant contextual dimension for training student affairs professionals. CNS 558 Counseling Theories content has little relevance to the work of student affairs professionals.

- Remove CNS 552 Testing and Assessment in Counseling and replace with CNS 604 Resource Management in Student Affairs and Higher Education

Student affairs professionals often fill roles that involve enrollment and financial management. CNS 552 Testing and Assessment includes content that has minimal relevance to the work of student affairs professionals.

- Remove CNS 556 Developmental Career Counseling and replace with CNS 593 Career Development in Student Affairs and Higher Education

CNS 593 Career Development will provide student affairs students with a comprehensive and functional understanding of career development and services specifically for college students. CNS 556 Developmental Career Counseling includes content that is not specifically designed to prepare student affairs professionals.

- Remove CNS 555 Social and Cultural Diversity in Counseling and replace with CNS 605 Social and Cultural Diversity in Higher Education

This course will focus on diversity concerns in higher education settings instead of counseling, which is the emphasis of CNS 555.

- Remove CNS 598 Research and Program Evaluation in Counseling and replace with CNS 594 Research Methods in Student Affairs

This course content will focus on applications consistent with the work of student affairs professionals. CNS 598 Research and Program Evaluation in Counseling focuses on the research and programming interests of counselors.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall 2014

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

Department of Counseling and Student Affairs: November 20, 2013__

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

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

Contact Person: Imelda Bratton, Imelda.bratton@wku.edu, 270 745-4953

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

2.   Identification of the proposed program changes:
- Add CNS 569 Play Therapy as an option for CNS 568 Counseling Children and Adolescents.

3.   Detailed program description:

Master of Arts in Education: School Counseling, Ref. #046 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/sc/index.php. The School Counseling program reflects current Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve. Admission Requirements Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic	Master of Arts in Education: School Counseling, Ref. #046 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/sc/index.php. The School Counseling program reflects current Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve. Admission Requirements Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic

achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available. Application for admission requires three steps:

1.   Submit required materials to the Graduate School:

(a)   Complete the online graduate application at www.wku.edu/graduate.

(b)   Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.

(c)   Submit official transcripts of all post-secondary academic work.

(d)   All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate.

(e)   Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.

(f)   Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of materials to the Graduate School does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

2.   Apply for admission to the School Counseling Program. The second step in applying for admission is to submit the following materials on or before March 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 materials specified below 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 school counselor.

ii.   Describe your personal characteristics that prepare you to become an effective school counselor.

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 master's degree in school counseling will prepare you to meet these objectives.

(b)   A completed admission form (PDF or Word)

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 to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

(c)   Three recommendations that use the

Candidate Recommendation Form (PDF or Word)

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 she or he 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 three references, attach them to the rest of your application.

(d)   An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.

(e)   A current vita.

(f)   Mail your complete application portfolio to:

Department of Counseling and Student Affairs
School Counseling Program
Western Kentucky University Gary A. Ransdell Hall 2011
1906 College Heights Blvd. #51031 Bowling Green, KY 42101-1031

The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

3.   If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the

following:
(a)   Discussion of interests in school 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 most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.
After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

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

	CNS 569 Play Therapy
CNS 658 Seminar Guidance/Counseling	CNS 658 Seminar Guidance/Counseling
CNS 590 Practicum^	CNS 590 Practicum^
CNS 595 Internship (6 hours)*	CNS 595 Internship (6 hours)*
^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.	^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.
*Internship must be taken over a period of two semesters.	*Internship must be taken over a period of two semesters.
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 at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.	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 at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.

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

- Provides students an option to select either CNS 568 Counseling Children and Adolescents or CNS 569 Play Therapy.

   o   The School Counseling program provides necessary training for working with P-12 children. During the advisory process, students who express interest or plan to work with elementary children can select CNS 569 to develop more focused knowledge for working with elementary students. Students who select CNS 568 choose to develop more generic skills for P-12 school counseling.
   o   Because the school counseling program provides essential training for P-12 counseling, the selection of CNS 569 provides students an opportunity to develop skills specifically designed for working with elementary school children. Thus, this change does not erode the program's training for P-12 certification.
   o   Students can use this class to meet some of the required courses required for certification as Registered Play Therapists.

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

Fall 2014

6.   Dates of prior committee approvals:

Department of Counseling and Student Affairs   01/24/2014

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
Information Item

Contact Person: Dr. Andrew West andrew.west@wku.edu, (270) 745-5414

1. **Identification of proposed course:**
    1.1 Course prefix (subject area) and number: EDU 450
    1.2 Course title: Special Topics: Engagement of Children and Youth in Climate Change
    1.3 Abbreviated course title: Teacher Ed: Climate Change
        (maximum of 30 characters or spaces)
    1.4 Credit hours: 3
    1.5 Schedule type: C
    1.6 Prerequisites/corequisites: EDU 250 or equivalent
    1.7 Grade type: __x__ standard letter grade ____ pass/fail ____in progress (IP)
    1.8 Course description: this course will explore current trends in environmental education in countries visited on the Toppers at Sea voyage. Cultural, political, and educational factors influencing these trends will be examined. Students will learn about different curricular approaches and innovative teaching methodologies, and they will have the opportunity to see a "curriculum in action" during a field visit. Within the area of environmental education, emphasis will be placed on climate change. Students will learn the effects of climate change on children, explore their understanding and attitudes toward climate change, and examine the role of children in addressing climate change.

2. **Rationale**
    2.1 Reason for offering this course on a temporary basis: The WKU Toppers At Sea (TAS) program offers students the unique opportunity to study in a variety of international locations. The 2014 TAS program is focused on the topic of climate change. This course is being offered for students with an emphasis in environmental education that want to study the topic of climate change in this context.
    2.2 Relationship of the proposed course to courses offered in other academic units: This course relates to other courses at WKU in that the focus is on teaching methodologies and curriculum. However, current courses focus on these ideas as they relate to numerous topics. This course is offered as a unique opportunity for education majors to focus on learning about instruction focused on a single topic.

3. Description of proposed course
    3.1 Course content outline/learning outcomes:
1. To gain a comprehensive understanding of the differential effects of climate change on children, families, and societies, and how these effects are understood and recognized in different cultural contexts.
2. To examine the influence of parents, schools, and the media on children's understanding and attitudes toward climate change.
3. To examine ways today's children in diverse countries are coping with a changing environment.
4. To become familiar with environmental education trends in countries visited on the voyage and the factors affecting these trends.
5. To learn about successful environmental initiatives which involved children as key participants.
6. To become acquainted with a variety of curriculum materials, educational resources, and teaching methodologies related to climate change.
7. To develop skills related to developing and pilot testing curricular materials on climate change which are age appropriate and culturally relevant.
8. To apply skills and knowledge acquired in the course in a service-learning context.

3.2 Tentative text(s)

        Hayward, B. (2012). *Children, citizenship, and environment*. Chapter 1: Ecology and democracy as if children mattered (pp. 1-19). Routledge: New York.
        Stephenson, R. B., Nicholls, J., & Whitehouse, H. (2012). Challenges for educators of building people's capacity for mitigating and adapting to climate change. In A. E. J. Wals and P. B. Corcoran (Eds.), *Learning for sustainability in times of accelerating change* (pp. 365-379). Wageningen Academic Publishers: The Netherlands

1. Second offering of a temporary course (if applicable)
    1.1 Reason for offering this course a second time on a temporary basis:
    1.2 Term course was first offered:
    1.3 Enrollment in first offering:

2. Term of Implementation: Summer 2014 (May 19 – June 15)

3. Dates of review/approvals:

                                                          12/11/13

Department of School of Teacher Education_____

Dean, College of _____

Office of the Provost

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
Information Item

Contact Person: Dr. Andrew West andrew.west@wku.edu, (270) 745-5414

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: EDU 450 G
   1.2 Course title: Special Topics: Engagement of Children and Youth in Climate Change
   1.3 Abbreviated course title: Teacher Ed: Climate Change
        (maximum of 30 characters or spaces)
   1.4 Credit hours: 3
   1.5 Schedule type: C
   1.6 Prerequisites/corequisites: EDU 250 or equivalent
   1.7 Grade type: __x__ standard letter grade ____ pass/fail ____in progress (IP)
   1.8 Course description: this course will explore current trends in environmental education in
        countries visited on the Toppers at Sea voyage. Cultural, political, and educational factors
        influencing these trends will be examined. Students will learn about different curricular
        approaches and innovative teaching methodologies, and they will have the opportunity to see a
        "curriculum in action" during a field visit. Within the area of environmental education, emphasis
        will be placed on climate change. Students will learn the effects of climate change on children,
        explore their understanding and attitudes toward climate change, and examine the role of
        children in addressing climate change.

2. **Rationale**
   2.1   Reason for offering this course on a temporary basis: The WKU Toppers At Sea (TAS)
            program offers students the unique opportunity to study in a variety of international
            locations. The 2014 TAS program is focused on the topic of climate change. This course
            is being offered for students with an emphasis in environmental education that want to
            study the topic of climate change in this context.
   2.2   Relationship of the proposed course to courses offered in other academic units: This course
            relates to other courses at WKU in that the focus is on teaching methodologies and
            curriculum. However, current courses focus on these ideas as they relate to numerous
            topics. This course is offered as a unique opportunity for education majors to focus on
            learning about instruction focused on a single topic.

3. **Description of proposed course**
   3.1 Course content outline/learning outcomes:
       1. To gain a comprehensive understanding of the differential effects of climate change on
           children, families, and societies, and how these effects are understood and recognized in
           different cultural contexts.
       2. To examine the influence of parents, schools, and the media on children's understanding and
           attitudes toward climate change.

3. To examine ways today's children in diverse countries are coping with a changing environment.
4. To become familiar with environmental education trends in countries visited on the voyage and the factors affecting these trends.
5. To learn about successful environmental initiatives which involved children as key participants.
6. To become acquainted with a variety of curriculum materials, educational resources, and teaching methodologies related to climate change.
7. To develop skills related to developing and pilot testing curricular materials on climate change which are age appropriate and culturally relevant.
8. To apply skills and knowledge acquired in the course in a service-learning context.
9. Graduate Component:
   a. Find and synthesize empirically based literature related to the curriculum developed in this course.
   b. Develop a draft proposal for a research project focused on exploring an aspect of the curriculum designed in this course.

3.2 Tentative text(s)

Hayward, B. (2012). *Children, citizenship, and environment*. Chapter 1: Ecology and democracy as if children mattered (pp. 1-19). Routledge: New York.

Stephenson, R. B., Nicholls, J., & Whitehouse, H. (2012). Challenges for educators of building people's capacity for mitigating and adapting to climate change. In A. E. J. Wals and P. B. Corcoran (Eds.), *Learning for sustainability in times of accelerating change* (pp. 365-379). Wageningen Academic Publishers: The Netherlands

4. Second offering of a temporary course (if applicable)
   4.1 Reason for offering this course a second time on a temporary basis:
   4.2 Term course was first offered:
   4.3 Enrollment in first offering:

5. Term of Implementation: Summer 2014 (May 19 – June 15)

6. Dates of review/approvals:

12/11/13

Department of School of Teacher Education_____
_____

Dean, College of _____
_____

Office of the Provost
_____

College of Education and Behavioral Sciences
School of Teacher Education

Proposal to Delete a Course

(Consent Item)

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

1.   **Identification of course:**

1.1 Current course prefix (subject area) and number: SMED 210
1.2   Course title: Knowing and Learning in Mathematics and Science

2.   **Rationale for the course deletion:** This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from cognition and learning sciences. This course, as listed as a 200 level course does not meet the needs of our regional campus students due to non-compete agreements with KCTC campuses on the Elizabethtown and Owensboro sites. A new course proposal, SMED 310, Knowing and Learning in Mathematics and Science is being sent forward at this time. This course will replace SMED 210.

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

4.   **Proposed term for implementation:** Fall 2014

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

Department/ Unit	**12-11-2013**
College Curriculum Committee	
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

College of Education & Behavioral Sciences

School of Teacher Education

Proposal to Create a New Course (Action Item)

Contact Person: Dr. Pamela Jukes, pam.jukes@wku.edu, 5-4485

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: TCHL 545
    1.2   Course title: Classroom Instructional Strategies (3 hours)
    1.3   Abbreviated course title: CLASS INSTRUCTIONAL STRAT
    1.4   Credit hours: 3 hours   Variable credit : No
    1.5   Grade type: Standard letter grade (i.e. A, B, C, D, F, FN, X, NG)
    1.6   Prerequisites/corequisites: TCHL 500
    1.7   Course description: Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement

2. **Rationale:**

    2.1   Reason for developing the proposed course:
    Previously students have taken TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) which was the classroom instruction course sequence. The nature of this course design has proven to be problematic as students seem to have difficulty with making connections and recalling concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed change would collapse the content from the three current one hour courses to the proposed three hour course TCHL 545 Classroom Instructional Strategies, as the nature of the one hour course delivery does not allow for the depth of the teaching and learning process needed for graduate students.

    Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population. Practitioners must master this knowledge base and skill set to improve P-12 student learning.

    2.2   Projected enrollment in the proposed course:
    Based on previous enrollment of TCHL 540, 544, and 548 it is anticipated that 40 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

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

This course will address issues related to advanced classroom instructional strategies and researched-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings that will result in increased student achievement. Other courses in the School of Teacher Education with similar content are:--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; LTCY 524 Content Area Literacy; SEC 545 Investigations in Classroom Teaching; IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education; SPED 531 Advanced Prescriptive Teaching; --address instructional strategies related to specific content area or group of P-12 learners. This course addresses broader and more advanced concepts and requires students to demonstrate leadership by applying the course content in the P-12 classroom. Students are required to design instruction for P-12 learners to better align with standards, increase critical thinking, enhance literacy connections, and integrate real-world applications of knowledge.

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

2.5   Relationship of the proposed course to courses offered in other institutions:
        Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. One Renaissance Partnership institution, California State University at Fresno (CSUF), offers Advanced Instructional Theories and Strategies (CI 275) that looks at theory as well as application of research-based strategies in the classroom. This is similar to the focus of the proposed course, but it does not include the implementation of lessons using best practice. CSUF also offers Advanced Curriculum Theory and Analysis (CI 250) which includes the study of contemporary problems and curriculum approaches to meet societal needs which aligns with the classroom management and stakeholder content of the proposed course. The University of Florida Teacher Leadership for School Improvement Graduate Program offers a similar course with EDG 6931: Data Driven Instruction Practicum. The proposed course differs from the UF course in that it offers an emphasis on diverse populations, best practices, the use of data analysis, and technology as a part of the course content. Along with classroom instructional strategies, the proposed course will offer content in classroom management and stakeholder partnerships and the following Renaissance Partnership Project Universities offer courses with classroom management content at the graduate level: The University of Northern Iowa offers 210:230 Advanced Techniques in Instructional Management; Middle Tennessee University offers LED 6090 Creating Learning and Environments for Young Children and YOED 6680 Issues and Trends in Teaching and Learning.
        The proposed course will add a seamless teaching and learning dimension to the curriculum that is unavailable to our students through the one hour course delivery

currently offered. The specific content of the proposed course is consistent with the Teacher Leader Framework.

3.   Discussion of proposed course:

3.1   Schedule type: Lecture

3.2   Learning Outcomes:
At the conclusion of the course, the students will be able to:

- Evaluate the role of classroom management principles as a foundation for improving P-12 student achievement.
- Explore, analyze, apply and evaluate research-based best instructional strategies for diverse P-12 classroom.
- Evaluate the influence of individual differences on the teaching and learning process in the P-12 classroom.
- Explore ways in which best practices – including use of technology - can enhance the learning of diverse student populations in P-12 classrooms.
- Examine the role of school and stakeholder partnerships (both at school and district levels) in P-12 student achievement.
- Determine strategies to foster school and stakeholder partnerships to enhance P-12 student learning.

3.3   Content outline:
- Framework for effective instruction.
- Classroom management approaches and impact on P-12 learning.
- Research-based instructional strategies.
- Critiquing research-based instructional strategies.
- Designing, revising and implementing research-based strategies that meet the needs of all learners.
- Purpose of school and stakeholder partnerships.
- Effective school and stakeholder partnerships.

3.4   Student expectations and requirements:
Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings.

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

- Participation in a Professional Learning Community
- Complete assignments related to selected text materials and journal articles
- Best Practice application through online discussion board
- Develop a classroom management plan for a diverse P-12 classroom setting.
- Develop a lesson plan sequence that demonstrates working knowledge of best practices and follows the Kentucky Teacher Internship Program format.
- Implement at least one of the lessons from the sequence in a diverse classroom setting and reflect upon effectiveness.
- Complete effective school and stakeholder partnerships research project.
- Course content quizzes

- Final exam
- Regular class attendance
- Participation in class discussion and class activities

    3.5   Tentative texts and course materials:
- Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8th ed). Boston: Pearson/Allyn and Bacon.

4. Resources:

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

4.2 Computer resources: Present resources are adequate

5. Budget implications:

    5.1   Proposed method of staffing: This course is replacing TCHL 540/544/548, therefore, faculty who were loaded for TCHL 540/544/548 would be available to teach this course. Additional staffing is not needed.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: None

6. Proposed term for implementation:
Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education	**12/11/13**
College Curriculum Committee	
Professional Education Council (if applicable)	
Graduate Council	
University Senate	

College of Education & Behavioral Sciences

School of Teacher Education

Proposal to Create a New Course (Action Item)

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

1. **Identification of proposed course:**

>   1.1   Course prefix (subject area) and number: TCHL 555
>   1.2   Course title: School and Classroom Assessment
>
>   1.3   Abbreviated course title: SCH and CLASS ASSESSMENT
>
>   1.4   Credit hours: 3 hours   Variable credit : No
>
>   1.5   Grade type: Standard letter grade (i.e. A, B, C, D, F, FN, X, NG)
>
>   1.6   Prerequisites/corequisites: TCHL 500
>
>   1.7   Course description: Development of advanced skills for designing classroom
>   assessments and analyzing school/classroom assessment data.

2.   **Rationale:**

>   2.1   Reason for developing the proposed course:

Previously students have taken TCHL 550 (1 hour), TCHL 554 (1 hour), and TCHL 558 (2 hours) which was the assessment course sequence. By collapsing TCHL 550, 554, and 558 into one course (TCHL 555), it ensures that students will in one semester complete the assessment course with the same professor. Previously students might take one of the courses and wait another semester to finish the assessment course sequence with potentially a different professor due to the one hour courses. The nature of this course design has proven to be problematic, as there seems to be more difficulty with students making connections and recalling concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.

Effective classroom assessment is essential to helping teacher leaders improve student learning. This course will provide information on improving data-based decision making through the analysis of student assessments. Teachers need these skills because they often have difficulty aligning classroom assessments to the cognitively complex content articulated in state standards. According to the WKU 2012-2013 Unit-Wide Assessment Report for Initial Preparation Programs, 87% of pre-service teachers "passed" the assessment standard based on student teaching evaluations, the second lowest score among the ten standards. Also reported in this document, the assessment standard had one of the lowest means on the First Year Teaching Survey. It was the lowest score as reported by first year teachers (mean=2.92, maximum 4) and also reported by their principal (mean= 2.90, maximum 4). These results suggest that

more time in the MAE program needs to be devoted to helping teachers develop skills necessary to construct high quality assessments.

In this course, students will analyze and create classroom assessments, a central facet of instructional improvement, i.e., maximizing the quality of interactions between the teacher and the student as they engage the curriculum. Furthermore, classroom assessment is a central theme in the standards of Framework for Teaching, NCATE, EPSB, and the Standards and Indicators for School Improvement (SISI). These demanding standards simply cannot be achieved without high quality formative assessment of the instruction that is being utilized in the classroom. That is the essence of improving classroom instruction. Because practitioners cannot function effectively in their own classrooms without this knowledge base and skill set, the content

2.2 Projected enrollment in the proposed course: Based on previous enrollment of TCHL 550/554/558, it is anticipated that 40 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

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

This course will address issues related to reliable and valid classroom assessments, focus on interpretation of state and national assessment measures, and cover designing and creating classroom assessments. Other classes in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; IECE 521 Assessment in Early Childhood Special Education; SPED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content, do not focus on validity or ethical practices per se, and cover teachers' locally constructed disciplinary work rather than addressing assessment principles that underlie testing for the entire range of P-12. EDU 570 Educational Assessment for P-12 learners focuses on assessment for students seeking initial teacher certification with no prior background knowledge of high stakes assessment or classroom assessment. In contrast, this course addresses more advanced concepts and requires students to demonstrate leadership by assisting a young teacher to revise their assessments to better align with standards, increase critical thinking, enhance literacy connections, and integrate real-world applications of knowledge.

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

2.5 Relationship of the proposed course to courses offered in other institutions:
Classroom assessment is widely covered in teacher education curricula across the country, although the approach varies. For example, the University of Delaware has two related courses on educational

assessment--EDUC 660 Educational Statistics and Measurement and EDUC 605 Measurement Applications in Education. Northern Kentucky University opts for subject specific assessment courses that are part of specialized requirements for different tracks within the Master of Arts in Education, e.g., EDG 658 Assessment Techniques for P-12 Mathematics or EDU 566 Ongoing Assessment in Early Childhood Education.

The University of Louisville takes a different approach for its Master of Arts in Teaching and Master of Education programs. For the MAT degrees, classroom assessment is embedded within methods courses; the MAT in Early Elementary Education, for example, requires EDTP 603 Language Arts Methods, EDTP 604 Math Methods, EDTP 605 Science Methods, and EDTP 606 Social Studies Methods. In contrast, the Master of Education in Early Elementary Education requires a general course in research, ELFH 600 Introduction to Research Methods and Statistics in which validity and reliability are covered, in addition to a separate course that addresses social and ethical issues, EDAP 625 Social and Ethical Development of Teaching. A separate course, ECPY 540 Evaluation & Measurement is available from the Educational Counseling and Psychology Department but is not required for teachers. Whichever route is taken, classroom assessment is generally considered a vital part of master's level teacher preparation. The specific content of the proposed new course is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs. The proposed course is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement.

3.   **Discussion of proposed course:**

    3.1   Schedule type: Lecture
    3.2   Learning Outcomes:
At the conclusion of the course, the students will be able to:

- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner's classroom.
- Craft a formative and summative assessment plan for a unit of instruction.
- Articulate a philosophy for evaluating student progress.
- Explain the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion referenced assessments.
- Analyze and use school and classroom data from standardized tests to inform school improvement efforts.
- Compute simple descriptive statistics for assessment data.
- Demonstrate understanding of inferential statistics
- Explain the forms of validity evidence and the types of reliability evidence**.**
- Understand legal/ethical issues involved in the assessment of students.
- Calculating descriptive statistics.
- Understand inferential statistics.

- Describe types of validity evidence.
- Explain measures of reliability.

3.3   Content outline:
- Designing Effective Classroom Assessments
    - Relation of classroom assessment to instruction
    - Relation of classroom assessment to the curriculum
    - Purpose and forms of classroom assessment
    - Process of planning a classroom assessment
    - Advantages and limitations of different types of questions and tests
    - Strategies for constructing effective test items
    - Scoring and post-evaluation of classroom assessments
- Formative and Summative Classroom Assessments
    - Distinction between formative and summative assessment
    - Incorporating formative assessment into ongoing instructional improvement
    - Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial "correctives" and accelerated "enrichments"
    - Utilizing summative assessments to monitor overall quality of outcomes
- Evaluating and Grading Student Progress
- Standardized Assessments
    - Criterion- and norm-referenced tests
    - Local, state, and national assessments
    - Principles of analysis
    - Interpretation of standardized tests
- Ethical and Legal Aspects of Student Assessment
- Evidence-based School Improvement
- Disaggregation of data
    - Connecting data to school improvement
    - Utilizing school and classroom data in goal setting
    - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
    - Strategies for test taking
    - Using standardized test results to inform teacher-made tests
    - Using results to articulate alignment of curriculum, instruction, and assessment

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

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project
- Development of a written unit-test blueprint
- Development of an assessment plan
- Development of test items
- Development of scoring rubrics, rating scales, or other authentic assessment tools

- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities
-

    3.5   Tentative texts and course materials:

- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed)*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

4. Resources:

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

    4.2   Computer resources: Present resources are adequate

5. Budget implications:

    5.1   Proposed method of staffing: This course is replacing TCHL 550/554/558, therefore, faculty who were loaded for TCHL 550/554/558 would be available to teach this course. Additional staffing is not needed.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: None

6. Proposed term for implementation:
Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education	12/11/13
College Curriculum Committee	
Professional Education Council (if applicable)	
Graduate Council	
University Senate	

College of Education & Behavioral Sciences

School of Teacher Education

Proposal to Create a New Course

(Action Item)

Contact Person: Jennifer Cribbs, jennifer.cribbs@wku.edu, 745-4368

1. Identification of proposed course:

> 1.1   Course prefix (subject area) and number: TCHL 559
> 1.2   Course title: Action Research Design for Teacher Leaders
> 1.3   Abbreviated course title: Action Research Design
> 1.4   Credit hours and contact hours: 1   Variable credit (**NO**)
>
> 1.4   Grade type: standard letter grade
> 1.5   Prerequisites: TCHL 500; completion of 18 hours; instructor permission
> 1.6   Course description: Fundamental principles of designing an action research project as it is applied to educational settings. Students will be required to design an action research prospectus.

2. Rationale:

> 2.1   Reason for developing the proposed course:
> The purpose of this course is to support the TCHL 560 course where students conduct an action research project. Over the past 5 semesters since we first offered TCHL 560, graduate students have struggled to design a project, obtain Institutional Research Board (IRB) approval, implement the project, and complete the action research report in one semester. In the proposed one credit hour course, students will learn about research methods, design an action research prospectus, and seek IRB approval. This will prepare students to enter TCHL 560 ready to begin implementation of their action research project.
>
> 2.2   Projected enrollment in the proposed course:
> All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration) will be required to take this course. Based on this fact, it is estimated that 50 students per semester will enroll in the proposed new course.
>
> 2.3   Relationship of the proposed course to courses now offered by the department:
> The proposed course will be a prerequisite for TCHL 560 so that students can prepare their research prospectus before they enter TCHL 560.
>
> There are several other courses in the department dealing with the foundations of research and applied research. The courses listed below, however, do not address conducting action research within K-12 schools.

- ELED 545 Investigations in Classroom Teaching
- MGE 545 Investigations in Classroom Teaching
- SPED 534 Seminar: Research in Exceptional Child Education
- LME 519 Special Topics: Research in LME

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

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

2.5   Relationship of the proposed course to courses offered in other institutions:
There are comparable action research courses available at the master's level at several universities in the United States. Missouri State University has an SFR 780 Educational Research Methodology course. Oakland University has an EST 617 Action Research in Your Classroom course.

3.   **Discussion of proposed course:**

3.1   Schedule type:
L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.

3.2   Learning Outcomes:
At the conclusion of this course the students will be able to

- Explore the use of action research as part of a school improvement strategy.
- Analyze and explore current topics in education research.
- Frame questions appropriate for classroom and school inquiry.
- Develop an action research prospectus.

3.3   Content outline:
Foundations of Action Research:

- Definition and understanding of the tenets of action research
- Exploring the various approaches to research
- Exploring how action research is a part of a school improvement strategy

- Review of current literature and development of a research question
- Development of an action research prospectus

Overview of quantitative and qualitative methods of analysis

3.4   Student expectations and requirements:
Stude

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

- Course content quizzes
- Final exam
- Participation in class discussion, class activities, and individual reading assignments
- Students will be required to develop an action research prospectus that will be implemented in TCHL 560.

3.5   Tentative texts and course materials:

Mertler, C.A. (2014). *Action research: Improving schools and empowering educators*. Thousand Oaks, CA: SAGE Publications.

American Psychological Association (2009). *The publication manual of the American Psychological Association (6th ed.).* Washington, D.C.: American Psychological Association.

4.   Resources:

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

5.   Budget implications:

5.1   Proposed method of staffing:
A new 3 credit hour course has been developed to replace the 4 credit hour TCHL 550/554/558 sequence. Since this proposed TCHL 559 course was needed to support TCHL 560, the remaining 1 credit hour was used to develop this course. Therefore, faculty who were loaded for TCHL 550/554/558 would be available to teach this proposed course. Additional staffing is not needed.

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

6.   Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education	**12/11/13**
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Martha M. Day, Martha.day@wku.edu 270-745-4411

1. Identification of proposed course:
   1.1   Course prefix and number: SMED 310
   1.2   Course title: Knowing and Learning in Mathematics and Science
   1.3   Abbreviated course title: Knowing and Learning
   1.4   Credit hours and contact hours: 3.0
   1.5   Type of course: L (lecture)
   1.6   Prerequisites: a. SMED 101 **and** SMED 102 with a C or better **OR**
        b. SMED 101 with a B or better **and** sophomore status
   1.7   Course catalog listing:
        Introduction to theories and principles of cognition and learning with emphasis on knowing and learning in math and science. Introduction to research on learning, memory, individual development, motivation and intelligence. Applications of learning theory will be explicitly tied to design of lesson plans, instruction and assessment.

2. Rationale:
   2.1   Reason for developing the proposed course:
        This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from cognition and learning sciences. This course will replace SMED 210 and thus enable this course for delivery at regional campuses that have community colleges on site.

   2.2   Projected enrollment in the proposed course:
        Based on enrollments in the current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only current sections of SMED 101, we expect 60 students per year.

   2.3   Relationship of the proposed course to courses now offered by the department:
        This course combines components of MGE/SEC 477/479 and PSY 310. SKyTeach students will take this course instead of existing courses.

   2.4   Relationship of the proposed course to courses offered in other departments:
        This course resembles PSY 310 but emphasize knowing and learning in mathematics and science as understood from an interdisciplinary learning sciences perspective.

   2.5   Relationship of the proposed course to courses offered in other institutions:
        This course is a replication of the *Knowing and Learning* course in the University of Texas at Austin's UTeach program.

3. Discussion of proposed course:

3.1   Course objectives:
A-Applied Learning: Focus on process or technique
This course introduces students to theories of cognition and learning as applied to the domains of mathematics and science. The learning sciences perspective draws from inquiry in a number of disciplines, including psychology, anthropology, sociology, biology, linguistics, neuroscience, individual developmental, and artificial intelligence. The perspective emphasizes investigation of standards for knowing, how knowledge is structured and how learning affects structure. The course will focus on tensions inherent in domain-general characterizations of understanding (e.g. intelligence) and domain-specific conceptions of knowing, in big ideas in math and science and the evolution of those ideas; and in math and science education.

3.2 Learning Outcomes:

Students will be able to:
1. Articulate standards for knowing science and mathematics and the theoretical frames which give rise to such standards
2. Describe how knowing and learning are structured, how knowledge structures change, and how change is facilitated in math & science classrooms
3. Describe paradigms for evaluating understanding (*i.e.,* theories of general intelligence versus expert/novice)
4. Describe links between coming to know science & math in individuals and the evolution of big ideas in the domains of math and science.
5. Articulate the interaction of domain/topic, aspects of individual learners & instructional choices on learning.
6. Conduct clinical interviews with subject(s) engaged in a problem solving activity. Students will record the interview, transcribe and analyze the activity.
7. Express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction.

3.3 Content Outline:
Individual differences, cultural influences, social construction of knowledge, and equity issues will be considered within each topic as outlined below:
- Self Development and Social Development
- Brain Development and Cognitive Development
- Memory & Cognitive Load
- Intelligence
- The nature of knowing & Knowledge Structure
- Learning Theory
- Identifying & Responding to Individual Learning differences
- Motivation, Learning Goals, & Teacher Influences
- Knowledge Transfer
- Problem Solving: Representation & Strategies
- Conceptualization & Learning as Conceptual Change
- Creativity
- Standards for Math and Science Education
- Classroom Assessment

- Standardized Testing

3.4 Student Expectations and requirements:

Evidence (Student Products)
- Contributing to class discussion   - Analysis of clinical interviews   - Examinations   - Term Paper   - Blogs   - Artifacts from clinical field experiences
• Transcription and analysis of clinical interviews

3.5 Tentative texts and course materials:

Bass, H. (1993). Let's measure what's worth measuring. Education Week, October 2005 Editorial Projects in Education.

Bialystok, E. and Craik, F. (2006). *Lifespan Cognition: Mechanisms of Change.* Oxford University Press.

Bransford, J.D., Brown, A.L., and Cocking, R.R., (eds.). (1999). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.

Bruer, J.T. (1993). *Schools For Thought: A Science of Learning in the Classroom*. MIT Press: Bradford Books.

Bruer, J.T. (1996), Knowing as Doing. in *The Culture of Education*. Harvard Univ. Press.

Carraher, T. Carraher, D. & Schliemann, A. (1985). Mathematics in the streets and in the schools. *British Journal of Developmental Psychology,* 3, 21-29.

Darling-Hammond, L. and J. Bransford (eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Wiley: Jossey-Bass.

Hong, J-C. and Liu, M-C. (2003). A study on thinking strategy between experts and novices of computer games. *Computers in Human Behavior 19, 25-258.*

Kuhn, D. (2007) Reasoning about multiple variables: Control of variables is not the only challenge. Science Education, 91, 710-726.

Kyza, E. and Edelson, D. (2005). Scaffolding middle school students' coordination of theory and evidence, *Educational Research and Evaluation*, *11*, 545-560.

Norman, D. (1994). *Things That Make Us Smart : Defending Human Attributes in the Age of the Machine*. Addison-Wesley.

O'Connor, M. C. and Michaels, S. (1996). Shifting participant frameworks in Discourse, Learning and Schooling. D. Hicks (ed). Cambridge University Press.

4.   Resources:
   4.1 Library resources: see attached library resource form and bibliography
   4.2 Computer resources: no new additional resources required

5. Budget implications:
      5.1 Proposed method of staffing: current staff
      5.2 Special equipment needed: none
      5.3 Expendable materials needed: none
      5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education:	___12/11/13_____
Department of Psychology:	_____
CEBS Curriculum Committee:	_____
Ogden College Curriculum Committee:	_____
Professional Education Council:	_____
University Curriculum Committee:	_____
General Education Committee:	_____
University Senate:	_____

College of Education & Behavioral Sciences

School of Teacher Education

Proposal to Create a New Course

(Action Item)

Contact Person: Jana Kirchner, jana.kirchner@wku.edu; 745-4103

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: SEC 530
    1.2   Course title: Seminar in English Language Arts Education
    1.3   Abbreviated course title: English Language Arts Methods
    1.4   Credit hours and contact hours: 3   Variable credit (yes or **NO**)

    1.5   Grade type: standard letter grade

    1.6   Prerequisites: EDU 520; instructor permission

    1.7   Course description: Develops the skills, procedures, and strategies for teaching English and Language Arts in secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

2. **Rationale:**

    2.1   Reason for developing the proposed course: Students pursuing initial teacher certification through the Master of Arts in Teaching (MAT) program are required to take a specific content methods course that blends together standards, strategies, unit and lesson planning, and current research in the field of English Language Arts. As there is currently no English Language Arts methods course offered at the graduate level, this course fulfills that requirement.

    2.2   Projected enrollment in the proposed course:
            All students pursuing initial teacher certification in English Language Arts will be required to take this course. Based on current enrollment in the MAT English Language Arts program, 1 to 5 students are projected to enroll in the immediate future. As the program grows, numbers may go higher.

    2.3   Relationship of the proposed course to courses now offered by the department:
            There are similar courses in the department that deal with strategies and curriculum for teaching English Language Arts. The graduate courses listed below, however, do not address designing and teaching a unit to secondary students targeting all aspects of the Common Core English and Language Arts Standards. There is an undergraduate English

methods course, but because this is a graduate course for initial certification candidates, the MAT students need a specialized course to meet their needs.

- SEC/MGE 475 Teaching English
- LTCY 501 Reading and Writing for Learning
- LTCY 502 Differentiating Literacy Instruction

2.4 Relationship of the proposed course to courses offered in other departments:
Although both ENG 410G Composition Theory and Practice in Writing Instruction and ENG 566 Teaching and Testing ESL Grammar are offered through the English department, these courses target only the teaching of writing and grammar. They are also designed for students who hold teacher certification. ENG 510 Graduate Rhetoric and Writing is also a writing methods course, but its primary audience is graduate assistants teaching college-level composition. This proposed course is intended to teach beginning teachers the necessary skills for teaching an integrated English Language Arts curriculum targeting the Kentucky Core Academic Standards in secondary school, including reading, writing, language, and speaking/listening.

2.5 Relationship of the proposed course to courses offered in other institutions:
A number of universities offer similar courses that are part of a Master's degree or post-baccalaureate initial teacher certification program. Some of these include the following:

- University of Kentucky: EDC 642 Theory and Research in Teaching Language Arts
- University of Louisville: EDTP 622 High School English Methods
- Indiana State University: CIMT 603 Instructional Strategies in Secondary Schools

3. Discussion of proposed course:

3.1 Schedule type:
L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.

3.2 Learning Outcomes:
At the conclusion of this course the students will be able to

- design and teach lesson plans and an instructional unit targeting the Common Core English Language Arts Standards.
- implement a variety of research-based strategies for teaching English Language Arts.
- design assessments for reading, writing, and speaking/listening.
- analyze research about current best practice in reading comprehension and teaching writing.
- use school and classroom contextual factors to design effective instruction for diverse learners.
- evaluate technology resources for their effectiveness in teaching English Language Arts standards.

- locate and evaluate print and online resources from state and professional English Language Arts organizations.

3.3   Content outline:
- Examining the Common Core Standards for English Language Arts (reading, writing, language, speaking/listening)
- Using a variety of measures to match text complexity to students' reading levels
- Research-based strategies for teaching close reading of literary and informational texts
- Research-based strategies for teaching the three modes of writing: informative, argumentative, and narrative
- Research-based strategies for integrating language/mechanics instruction into the writing process
- Assessment strategies for reading, writing, and speaking/listening
- Planning, designing, teaching, and reflecting on lessons that integrate all aspects of the English Language Arts domains
- Locating effective print and online resources for teaching English Language Arts

3.4   Student expectations and requirements:
Students will required to complete readings and to participate in model lessons, case studies, and class discussions related to effective teaching in English Language Arts. In addition, students will design, implement, and reflect on the effectiveness of English Language Arts lessons and assessments in the required field component of the course. Assessment of student learning will be based on a combination of assignments, including some or all of the following:

- Quizzes and written responses to assigned readings
- Case study scenarios
- Participation in class discussions and activities
- Lessons plans to demonstrate effective research-based strategies
- A practice Teacher Work Sample critical performance that includes Contextual Factors, Design for Instruction, and a Pre/Post Assessment for an English Language Arts unit
- Teaching lessons in an approved fieldwork site and reflecting on these lessons

3.5   Tentative texts and course materials:
Daniels, H., & Steineke, N. (2011). *Texts and lessons for content area reading.* Portsmouth, NH: Heinemann.

Daniels, H., & Steineke, N. (2013) *Texts and lessons for teaching literature.* Portsmouth, NH: Heinemann.

Website Resource: http://www.corestandards.org/the-standards/english-language-arts-standards

4.   Resources:

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

5.   Budget implications:

   5.1   Proposed method of staffing: This course will be offered on a rotating basis. Current faculty will rotate load, so existing faculty will be adequate.
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: None
   5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

School of Teacher Education	1/17/14
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

College of Education and Behavioral Sciences

School of Teacher Education

Proposal to Revise Course Prerequisites/Corequisites

(Consent Item)

Contact Person: Jennifer Cribbs, jennifer.cribbs@wku.edu, 745-4368

1. **Identification of course:**

   1.1   Course prefix (subject area) and number: TCHL 560
   1.2   Course title: Action Research for Teacher Leaders

2. **Current prerequisites/corequisites/special requirements:** Completion of 18-24 program hours, including all courses in the professional education component of the program; and TCHL 520 or instructor permission

3. **Proposed prerequisites:** TCHL 559 completed within a year before beginning TCHL 560; Completion of 21 hours and all courses in the professional education component of the program, or instructor approval.

4. **Rationale for the revision of prerequisites:** This change reflects the addition of TCHL 559 as a prerequisite to TCHL 560 so that students will be better prepared to complete the action research project. TCHL 559 needs to be completed within one year of beginning TCHL 560 because IRB approval (a requirement for TCHL 559) is typically for one year. The number of required hours of completion before TCHL 560 was changed because the TCHL 559 course requires completion of 18 credit hours.

5. **Effect on completion of major/minor sequence:** This will not affect the completion of the Teacher Leader master's degree since the required number of hours for the degree will not change.

6. **Proposed term for implementation:** Fall 2014

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

Department/ Unit School of Teacher Education	**12/11/13**
College of Education and Behavioral Sciences Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

College of Education
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: #0432
        1.2   Current program title: Non-Degree Planned Fifth-Year/Rank II: Secondary
                Education for Teacher Leaders
        1.3   Credit hours: 32-39 hours

2.   **Identification of the proposed program changes:** Revision of TCHL core
        courses:
        Revision of TCHL core courses:
        - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
          TCHL 544 Classroom Instruction: Equitable School and Community
          Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing
          the Learning Environment (1 hour) will be replaced with TCHL 545
          Classroom Instructional Strategies (3 hours)
        - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1
          hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour),
          and TCHL 558 Student Assessment III: Classroom Tests and Instruments
          (2 hours) will be replaced with TCHL 555 School and Classroom
          Assessment (3 hours)
        - Add new course TCHL 559 Action Research Design (1 hour)
        Revision of Specialization Component Requirement:
        - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
          will be replaced an Advisor-approved Content Course or Content Methods
          Course (3 hours)

3.   **Detailed program description:**

Current Program	Proposed Program **(proposed revisions are noted in bold text)**
Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432	Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432
Admission Requirements Applicants must have or be eligible for a teaching certificate* for Secondary Education (Grades 8-12, 5-12, or P-12).	Admission Requirements Applicants must have or be eligible for a teaching certificate* for Secondary Education (Grades 8-12, 5-12, or P-12).

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.

Program Requirements
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components.

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

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass

proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1~~

All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies and Management (3 hours)
TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)

hour)

~~TCHL 554 Student Assessment II:~~
~~Standardized Testing (1 hour)~~
~~TCHL 558 Student Assessment III:~~
~~Classroom Tests and Instruments (2 hours)~~
TCHL 560 Action Research Capstone for
Teacher Leaders (3 hours)

Mid-Point Assessment Requirements
 To ensure master's candidates are
proficient on Advanced Level Teacher
Standards, it is recommended that a majority
of the Critical Performances associated with
the above TCHL courses be completed prior
to the Specialization Component. Students
must achieve an average of 3.0 on all Critical
Performances and an average score of 3 on
dispositions even though a candidate's
program of studies does not include the
courses. Additional course work may be
required based on the assessment results.

Specialization Component—17-23 hours
 TCHL 520 Principles of Action Research
 for Teacher Leaders (3 hours)
 Advisor-approved content-specific course
 (3 hours)
 Electives: 11-17 hours
  With advisor approval, students may
  select appropriate elective courses from:
  the discipline in which the student is
  certified; academic disciplines related to
  P-12 common core standards; CEBS
  content courses in exceptional education,
  interdisciplinary early childhood
  education, library media education,
  literacy, or psychology; and approved
  endorsements (e.g., English as a Second
  Language, Gifted and Talented
  Education, Environmental Education,
  Instructional Computer Technology).

Total Program Hours: 32-39

Program Completion Requirements:
 • Successfully complete TCHL 560
  (Course grade of C or higher).
 • Give acceptable presentation of action

TCHL 560 Action Research Capstone for
Teacher Leaders (3 hours)

Mid-Point Assessment Requirements
 To ensure master's candidates are
proficient on Advanced Level Teacher
Standards, it is recommended that a
majority of the Critical Performances
associated with the above TCHL courses
be completed prior to the Specialization
Component. Students must achieve an
average of 3.0 on all Critical Performances
and an average score of 3 on dispositions
even though a candidate's program of
studies does not include the courses.
Additional course work may be required
based on the assessment results.

Specialization Component—17-23 hours
3 hours Advisor-approved content-specific
course
And
3 hours Advisor-approved content-
specific course or content area methods
course

 Electives: 11-17 hours
  With advisor approval, students may
  select appropriate elective courses
  from: the discipline in which the
  student is certified; academic
  disciplines related to P-12 common
  core standards; CEBS content
  courses in exceptional education,
  interdisciplinary early childhood
  education, library media education,
  literacy, or psychology; and
  approved endorsements (e.g., English
  as a Second Language, Gifted and
  Talented Education, Environmental
  Education, Instructional Computer
  Technology).

Total Program Hours: 32-39

Program Completion Requirements:
 • Successfully complete TCHL 560
  (Course grade of C or higher).

research in an approved venue. • Achieve a minimum 2.5 GPA in course work.			• Give acceptable presentation of action research in an approved venue. • Achieve a minimum 2.5 GPA in course work.

Current Program **Proposed Program**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content Course or Content Methods Course**			

TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	(7 hours)

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

> **TCHL Instructional Strategy Course Sequence**
> - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
> **TCHL Assessment Course Sequence**
> - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

> **TCHL Proposed New Course**
> - **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Secondary Education. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

   School of Teacher Education   ____12/11/13_____

   College Curriculum Committee

   Professional Education Council (if applicable)

   Graduate Council

   University Senate

College of Education
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: #0431
        1.2   Current program title: Non-Degree Planned Fifth-Year/Rank II: Middle
                Grades for Teacher Leaders
        1.3   Credit hours: 32-39 hours

2.   **Identification of the proposed program changes:** Revision of TCHL core
        courses:
        Revision of TCHL core courses:
        •   TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
            TCHL 544 Classroom Instruction: Equitable School and Community
            Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing
            the Learning Environment (1 hour) will be replaced with TCHL 545
            Classroom Instructional Strategies (3 hours)
        •   TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1
            hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour),
            and TCHL 558 Student Assessment III: Classroom Tests and Instruments
            (2 hours) will be replaced with TCHL 555 School and Classroom
            Assessment (3 hours)
        •   Add new course TCHL 559 Action Research Design (1 hour)
        Revision of Specialization Component Requirement:
        •   TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
            will be replaced an Advisor-approved Content Course or Content Methods
            Course (3 hours)
        •
3.   **Detailed program description:**

Current Program	Proposed Program **(proposed revisions are noted in bold text)**
Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431	Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431
Admission Requirements Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).	Admission Requirements Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).

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.

Program Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses.

All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560

TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—9-16 hours
   TCHL 500 Foundations of Teacher Leadership (3 hours)
   TCHL 530 Curriculum Development (3 hours)
   ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
   ~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
   ~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
   ~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1~~

are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Component—9-16 hours
All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies **(3 hours)**
TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1

hour)

~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~

~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~

TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses.

Additional course work may be required based on the assessment results.
Specialization Component—17-23 hours

TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved education course (3 hours) Advisor-approved content-specific course (3 hours) Electives: 8-14 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: 32-39

Program Completion Requirements
- Successfully complete TCHL 560

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hour)

TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses.

Additional course work may be required based on the assessment results.
Specialization Component—17-23 hours

3 hours Advisor-approved content-specific course
And
3 hours Advisor-approved content-specific course or content area methods course

Electives: 8-14 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: 32-39

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).

(Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Current Program					**Proposed Program**			
Prefix	**#**	**Course Title**	**Hrs.**		**Prefix**	**#**	**Course Title**	**Hrs.**
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content Course or Content Methods Course**			

TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	(7 hours)

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

> **TCHL Instructional Strategy Course Sequence**
> - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
>
> **TCHL Assessment Course Sequence**
> - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

> **TCHL Proposed New Course**
> - **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Middle Grades Education majors. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

   School of Teacher Education   ____12/11/13_____

   College Curriculum Committee

   Professional Education Council (if applicable)

   Graduate Council

   University Senate

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

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

1.   Identification of program:
      1.1   Current program reference number: #0430
      1.2   Current program title: Non-Degree Planned Fifth-Year/Rank II:
                Elementary Education for Teacher Leaders
      1.3   Credit hours: 32 hours

2.   Identification of the proposed program changes:
      Revision of TCHL Core Courses:
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

      Revision of Specialization Component Requirement
- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)

3.   Detailed program description:

Current Program	Proposed Program (proposed revisions are noted in bold text)
Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430	Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430
Admission Requirement:	Admission Requirement:
Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB	Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. 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.

Degree Requirements—32 hours
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.
The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.
An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.
During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.
Important Note: While enrolled in TCHL 500, master's candidates will use several

documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.
Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Component—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized Testing (1 hour)
TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements
To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical

Professional Education Component—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies (3 hours)
TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.	Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.
Specialization Component—16-23 hours TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours) Electives: 10-17 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.	Specialization Component—16-23 hours **Advisor-approved Elementary Education content course (3 hours)** Advisor-approved content-specific course (3 hours) Electives: 10-17 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals **(e.g., TCHL 520 Principles of Action Research for Teacher Leaders, 3 hours).** In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.
Program Completion Requirements Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.	Program Completion Requirements Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.
Total Program Hours: 32-39	Total Program Hours: 32-39

Current Program					Proposed Program			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	TCHL 520 Principles of Action Research for Teacher Leaders	(3 hours)		**Elementary Education Advisor-approved Content Course**			**(3 hours)**
TOTALS		Credit Hours	(10 hours)		TOTALS		Credit Hours	**(10 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the Teacher Leader program in 2011, faculty noted potential revisions and updates

that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL Assessment Course Sequence

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Elementary Education Content Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current

program students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the current program there are no Elementary Education Content Courses required, therefore, students could graduate and without taking an Elementary Education Content Course. In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Elementary Education Advisor-approved Content Course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) and TCHL 520 will remain an option in the electives section of the Specialization Component. *(Note: TCHL 520 is not a TCHL Core Course.)*

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall 2014

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

School of Teacher Education   12/11/13

College Curriculum Committee

Professional Education Council

Graduate Council

University Senate

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

Contact Person: Dr. Lisa D. 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 hours

2.   **Identification of the proposed program changes:**
        Revision of TCHL core courses:
        - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
          TCHL 544 Classroom Instruction: Equitable School and Community
          Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing
          the Learning Environment (1 hour) will be replaced with TCHL 545
          Classroom Instructional Strategies (3 hours)
        - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1
          hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour),
          and TCHL 558 Student Assessment III: Classroom Tests and Instruments
          (2 hours) will be replaced with TCHL 555 School and Classroom
          Assessment (3 hours)
        - Add new course TCHL 559 Action Research Design (1 hour)
        Revision of Specialization Component Requirement:
        - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
          will be replaced an Advisor-approved Elementary Education Content
          Course (3 hours)

3.   **Detailed program description:**

Current Program	Proposed Program (proposed revisions are noted in bold text)
Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433	Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433
Admission Requirement: *(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	Admission Requirement: *(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 or statement of eligibility must be submitted with the application.
•Applicants with undergraduate degrees from all other higher education accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (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 x 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: 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.

Degree Requirements—30-31 hours
This program is designed to develop Teacher Leaders who can positively impact student

learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of

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learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). **All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.** TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of

the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required. *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*	*the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.* *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*
Professional Education Component—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)	Professional Education Component—9-16 hours TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) **TCHL 545 Classroom Instructional Strategies (3 hours)** **TCHL 555 School and Classroom Assessment (3 hours)** **TCHL 559 Action Research Design (1 hour)** TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
Mid-Point Assessment Requirements To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.	Mid-Point Assessment Requirements To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—15-21 hours	Specialization Component—15-21 hours
TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours) Electives: 9-15 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.	**Advisor-approved Elementary Education content course (3 hours)** Electives: 9-15 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.
Program Completion Requirements Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.	Program Completion Requirements Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the	(1 hour)					

		Learning Environment					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*		
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.		
					TCHL	**559**	**Action Research Design**	**(1 hour)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*		
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Elementary Education Advisor-approved Content Course**		
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

   TCHL Instructional Strategy Course Sequence
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

   TCHL Assessment Course Sequence
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

   The rationale for both of the above two bullets follows:
   The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The

proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course
- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Elementary Education Content Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the current program there are no Elementary Education Content Courses required, therefore, students could graduate and without taking an Elementary Education Content Course. In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Elementary Education Advisor-approved Content Course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) and TCHL 520 will remain an option in the electives section of the Specialization Component. (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these

proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5.   **Proposed term for implementation and special provisions (if applicable):**
Fall 2014

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

School of Teacher Education   12/11/13

College Curriculum Committee

Professional Education Council

Graduate Council

University Senate

College of Education
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
          Education for Teacher Leaders
    1.3   Credit hours: 30-37 hours

2. **Identification of the proposed program changes:** Revision of TCHL core
    courses:
    Revision of TCHL core courses:
    - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
      TCHL 544 Classroom Instruction: Equitable School and Community
      Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing
      the Learning Environment (1 hour) will be replaced with TCHL 545
      Classroom Instructional Strategies (3 hours)
    - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1
      hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour),
      and TCHL 558 Student Assessment III: Classroom Tests and Instruments
      (2 hours) will be replaced with TCHL 555 School and Classroom
      Assessment (3 hours)
    - Add new course TCHL 559 Action Research Design (1 hour)
    Revision of Specialization Component Requirement:
    - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
      will be replaced an Advisor-approved Content Course or Content Methods
      Course (3 hours)

3. **Detailed program description:**

Current Program	Proposed Program (proposed revisions are noted in bold text)
Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434	Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434
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*	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 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) + (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 x 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. 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 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*	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) + (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 x 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. 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 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*

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.

Degree Requirements
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are

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.

Degree Requirements
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.
During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). **All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.** TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these

required.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~

courses. Courses below in boldface are required.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Component—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies and Management (3 hours)
TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
Mid-Point Assessment Requirements

To ensure master's candidates are

TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Teacher Leaders (3 hours) *Mid-Point*

Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—14-21 hours
TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
Advisor-approved content-specific course (3 hours)
Electives: 8-15 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action

proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—14-21 hours
3 hours Advisor-approved content-specific course
And
3 hours Advisor-approved content-specific course or content area methods course

Electives: 8-15 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall

research in an approved venue.	and in program course work.
• Achieve a minimum 3.0 GPA overall and in program course work.	

Current Program   **Proposed Program**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content Course or Content Methods Course**			
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

   TCHL Instructional Strategy Course Sequence
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

   TCHL Assessment Course Sequence
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

   The rationale for both of the above two bullets follows:
   The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

   TCHL Proposed New Course
   - **TCHL 559 Action Research Design**

   TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

   Revision of Specialization Component Requirement

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Secondary Education majors. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course*.)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall 2014

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

School of Teacher Education   __12/11/13_____

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

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

1.   **Identification of program:**
   1.1   Current program reference number: #0435 or #035
   1.2   Current program title: Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor
   1.3   Credit hours: 30-37 hours

2.   **Identification of the proposed program changes:** Revision of TCHL core courses:
   Revision of TCHL core courses:
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
   - Add new course TCHL 559 Action Research Design (1 hour)
   Revision of Specialization Component Requirement:
   - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Content Course or Content Methods Course (3 hours) for Secondary Education majors

3.   **Detailed program description:**

Current Program	Proposed Program **(proposed revisions are noted in bold text)**
Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor, Ref. #035	Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor, Ref. #035
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	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 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) + (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 x 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. 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: 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

Degree Requirements—30 hours
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

Degree Requirements—30 hours
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

All students must complete TCHL 545 and TCHL 555 or pass proficiency

evaluations that may be substituted for these courses.

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

> *Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal*

evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

> *Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in*

sequence of course work to meet their professional goals.

Professional Education Core—9-16 hours
    TCHL 500 Foundations of Teacher Leadership (3 hours)
    TCHL 530 Curriculum Development (3 hours)
    ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
    ~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
    ~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
    ~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
    ~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~
    ~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~
    TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Other Education Courses—3-9 hours
    TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
    Other advisor-approved education electives

Specialization Component—~~12~~ hours

    3 hours Advisor-approved content-specific course
    Electives: 9 hours
       With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified

TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies and Management (3 hours)
TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

*Specialization Component—**15 hours***
3 hours Advisor-approved content-specific course
And
3 hours Advisor-approved content-specific course or content area methods course

Electives: 9 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer

as prerequisites for Instructional Leader programs. *Total Program Hours: 30-37*

Secondary Education minor, Ref.#035

Content Area Specialization Component—18 hours Contact advisor in major area for program information.

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Education Electives—0-3 hours
Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 Principles of Action Research for Teacher Leaders is strongly recommended.

Total Program Hours: 30-37

Mid-Point Assessment Requirements

Technology); and courses identified as prerequisites for Instructional Leader programs. *Total Program Hours: 30-37*

Secondary Education minor, Ref.#035
Content Area Specialization Component—18 hours Contact advisor in major area for program information.

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies and Management (3 hours)
TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Education Electives—0-3 hours
Students who successfully complete the proficiency examinations for TCHL 540, TCHL 545, and/or TCHL 555 may substitute another education course with advisor approval.

Total Program Hours: 30-37

Mid-Point Assessment Requirements
To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

studies does not include the courses. Additional course work may be required based on the assessment results.

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Current Program

Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**

		Student Assessment					
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				The course below is proposed to be a new course in the TCHL program.			
				TCHL	**559**	**Action Research Design**	**(1 hour)**
Current Specialization Component Requirement Listed Below.				*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)	**Advisor-approved Content Course or Content Methods Course for Secondary Education majors**			
TOTALS		Credit Hours	(7 hours)	TOTALS		Credit Hours	**(7 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

> **TCHL Instructional Strategy Course Sequence**
> - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
>
> **TCHL Assessment Course Sequence**
> - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and

Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course
- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Secondary Education majors. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

School of Teacher Education   __12/11/13_____

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

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

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

1.   **Identification of program:**
        1.1   Current program reference number: #774
        1.2   Current program title: Science and Mathematics Education
        1.3   Credit hours: 34

2.   **Identification of the proposed program changes:**
        The Science and Math Education (SMED) major may be completed only by
        students seeking certification as middle grades or secondary grades science or
        mathematics teachers. Each student must also meet all the requirements to earn a
        science or mathematics content major in addition to the SMED major. The SMED
        program is a shared program involving faculty from the College of Education and
        Behavioral Sciences and the Ogden College of Science and Engineering.
        Oversight of the SMED program are the responsibility of the SKyTeach Program
        Curriculum Committee, and SMED courses are administered through the School
        of Teacher Education within the College of Education and Behavioral Sciences.

        The proposed program change includes the addition of SMED 310, Knowing and
        Learning in Mathematics and Science and the deletion of SMED 210, Knowing
        and Learning in Mathematics and Science.

3.   **Detailed program description:**

Science and Mathematics Education OLD PROGRAM	Science and Mathematics Education NEW PROGRAM

The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:
      SMED 101   Introduction to Inquiry-Based Approaches to Teaching - 1 hr
      SMED 102 Introduction to
	The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:
	      SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr
	      SMED 102 Introduction to

Inquiry-Based Lesson Design - 2 hrs ~~SMED 210 Knowing and Learning in Mathematics and Science - 3 hrs~~ SMED 320 Classroom Interactions - 3 hrs SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs SMED 340Perspectives on Science and Mathematics - 3 hrs SMED 360 Research Methods for Science and Math Teachers - 3 hrs SMED 470 Project-Based Instruction - 3 hrs SMED 489 Student Teaching Seminar - 3 hrs MGE/SEC 490 Student Teaching - 10 hrs(MGE 490 for students seeking middle grades certification **or** SEC 490 for students seeking for students seeking secondary certification) **Program total: 34 semester hours**	Inquiry-Based Lesson Design - 2 hrs **SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs** SMED 320 Classroom Interactions - 3 hrs SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs SMED 340 Perspectives on Science and Mathematics - 3 hrs SMED 360 Research Methods for Science and Math Teachers - 3 hrs SMED 470 Project-Based Instruction - 3 hrs SMED 489 Student Teaching Seminar - 3 hrs MGE/SEC 490 Student Teaching - 10 hrs(MGE 490 for students seeking middle grades certification **or** SEC 490 for students seeking for students seeking secondary certification) **Program total: 34 semester hours**

4. **Rationale for the proposed program change:**
   This program revision entails the creation of SMED 310 to replace SMED 210 and thus will allow this course to be taught at regional campuses that have community colleges on site.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

Department/ Unit	**12/11/2013**
College Curriculum Committee	
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

School of Teacher Education
Proposal to Revise A Program (Action Item)

Contact Person: Dr. E. Gail Kirby, 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: 37-40 hours

2. **Identification of the proposed program changes:** Revision of TCHL core courses:
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
   - Add new course TCHL 559 Action Research Design (1 hour)
   - Correct GAP and GRE Scores

3. **Detailed program description:**

Current Program	Proposed Program (proposed revisions are noted in bold text)
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
Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* 1. 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	Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* • 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.	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 550** or higher. **The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative 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 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.
<u>Degree Requirements—37- 40 hours</u>	<u>Degree Requirements—37- 40 hours</u>

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.	Teacher Leader Professional Education Core Courses 9-16 hours Professional Education Component—9-16 hours TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) **TCHL 545 Classroom Instructional Strategies (3 hours)** **TCHL 555 School and Classroom Assessment (3 hours)** **TCHL 559 Action Research Design (1 hour)** TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.
Specialization Component 18 hours SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) Internship (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	Specialization Component 18 hours SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) Internship (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.

Current Program					Proposed Program			
Prefix	**#**	**Course Title**	**Hrs.**		**Prefix**	**#**	**Course Title**	**Hrs.**
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	559	Action Research Design	(1 hour)
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

> **TCHL Instructional Strategy Course Sequence**
> - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
>
> **TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.

TCHL Proposed New Course

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Other Proposed Revision Considerations

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions will not change the total number of hours in the TCHL Professional Education Component which is 16 hours. The revisions are not changing over 50% of the TCHL program as there are a total of 7 hours proposed for revision and a total of 16 in the Professional Education Component, which is less than half of the hours in half of the program (i.e., the Professional Education Component). The number of hours in the Specialization Component varies from program to program.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

- The GRE and GAP Scores listed in the current catalog are incorrect.0

5.   Proposed term for implementation and special provisions (if applicable):
Fall 2014

6.   Dates of prior committee approvals:

School of Teacher Education   December 11, 2013

College Curriculum Committee

Professional Education Council

Graduate Council

University Senate

College of Education and Behavioral Sciences
Department of Library Media Education
Proposal to Create a New Certification Only Program
(Action Item)

Contact Person: Dr. Marge Maxwell, marge.maxwell@wku.edu , 270-745-2435

1.   Identification of certification program:
1.1   Program title: Library Media Education Certification Only Program
1.2   Required hours in program: minimum 28 hours
1.3   Special information: An area of need in Kentucky P-12 is the preparation of school librarians. Currently, the Library Media Education program in the School of Teacher Education does not offer a certification only program for individuals that may hold an American Library Association (ALA) accredited master's degree in Library Science or Masters degree and valid teaching certificate.
1.4   Catalog description:
A certification program designed to give professionals both a deep and practical knowledge of school libraries in P-12 settings. Within the LME certification program in LME, candidates are expected to become competent in theory, research, and application of best practices related to school libraries and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires a minimum of 28 hours of coursework in Library Media Education. Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education. All courses in the program contain critical performance indicators (CPIs) that must be successfully 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.

Successful completion of a practicum is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C." Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II examination for school librarians for Kentucky.

Admission Requirements:
ALA accredited Master's degree in Library Science OR
Masters degree and current teaching certificate in any area

Requirements for Initial Certification 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 Certification Only in LME Program, admission to Professional Education at WKU, 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.

2.   **Objectives of the proposed certification program:**

The objectives of the Certification Only program in Library Media Education are as follows:
- Gain professional knowledge in contemporary content and issues in library media/educational technology.
- Gain knowledge and skills that meet the needs of professionals in library media/educational technology.
- Learn pedagogical skills of library media/educational technology specialists to address literacy and the needs of diverse learners.
- Learn professional effectiveness of library media/educational technology specialists for leadership and service at the local, regional, state, and national levels.
- Learn skills of library media/educational technology specialists that foster collaboration and communication with colleagues and parents.

3.   **Rationale:**

3.1   Reason for developing the proposed certification program:

The number of requests for a Certification Only program has increased over the past three years. Currently, the Library Media Education program in the School of Teacher Education does not offer a certification only program. Some potential students hold an ALA (American Library Association accredited) Master's degree, while others hold a master's degree with teaching certification.

3.2   Relationship of the proposed certification program to other programs now offered by the department:

Other Certification Only programs are offered by the School of Teacher Education for elementary, middle grade, and secondary school teachers as well as special education. The proposed Certification Only program in LME program does not duplicate these programs since it specifically

addresses school library media skills and certification. The LME program area offers a Master of Science degree and a Rank I program. This Certification Only program offers an option for students who just want the certification and not a degree. It also offers the option for students in the Rank I program to obtain certification.

3.3   Relationship of the proposed certification program to certification programs offered in other departments:

Other CEBS certification programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certificate will not have any course work that overlaps with the other certificates.

3.4   Projected enrollment in the proposed certification program:

Based on inquires and the number of students enrolled in the Master of Science in LME program, we predict 5 - 10 students per year. The interest level in the courses already in place indicates that this number could increase over the next several years.

3.5   Similar certification programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKU (MA and Certification program, students must have prior teaching certification), KSU, Murray State (MA only), U of L, and NKU do not offer a similar certification.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky certification.

3.6   Relationship of the proposed certificate program to the university mission and objectives:

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained school librarians for Kentucky's public schools is a socially responsive service to our state as well as the students.

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of Library Media Education. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

4. **Curriculum:**

The courses for this program are as follows:
LME 501 Program Organization and Administration (3 hours)
LME 502 Collection Management (3 hours)
LME 506 Classification and Cataloging (3 hours)
LME 508 Information Sources and Services (3 hours)
LME 512 Issues in Library Media Education (3 hours)
LME 519 Special Topics: Research in LME (3 hours)
LME 535 Survey of Educational Technology Practices (3 hours)
*LME 537 Principles of Educational Technology Applications (3 hours)

Select one of the following courses:
LME 518 Advanced Children's Literature (3 hours)
LME 527 Advanced Young Adult Literature (3 hours)

Practicum Requirement:
**LME 590 Practicum (3 hours) (for students with a master's degree and teaching certification)

OR

LME 591 Practicum (1 hour) (for students with a Master of Science in Library Media Education and teaching certificate)

OR

LME 589 Field Experience in Library Media Education (3 hours) (for students with a master's degree without prior teaching certification.)
AND
***LME 592 Internship in LME (3 hours) (for students with a master's degree without prior teaching certification.)

* 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

Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education.

5. **Budget implications:**
The department already has, and offers, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certificate should only enhance class enrollment without creating a staffing issue.

6. **Proposed term for implementation:**
Fall 2014

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

School of Teacher Education   12/11/2013

 CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council (for information)   _____

University Senate (for information)   _____

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Prefix (Subject Area)
(Information Item)

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

1. **Identification of current course prefix: PSY**

2. **Identification of proposed course prefix: PSYS**

3. **Rationale for the prefix revision:** The courses listed in #4 are taught primarily by faculty in the Department of Psychological Sciences. Therefore, administrative responsibility for these courses is moving to the Department of Psychological Sciences.

4. **Course numbers to be included under the new course prefix:** 321, 345, 361, 370, 405, 407, 411, 423, 424, 430, 450, 473, 480, 483, 485

5. **Term of implementation: Fall 2014**

6. **Dates of notification to committees:**

Department of Psychological Sciences	January 6, 2014
Department of Psychology	
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

CEBS
Psychology
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Steven Wininger, steven.wininger@wku.edu, 5-4421

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: PSY 490
   1.2 Course title: Reading, research, and special projects in psychology.

2. **Current course catalog listing:**
    (1-3 hours) Prerequisites: PSY 100, junior standing, and permission of the faculty project supervisor. Advanced students will conduct research and / or readings or projects concerning issues in psychology under the direction of faculty members. The course may be repeated. Only three hours will count within the first 37 hours of an undergraduate psychology major.

3. **Proposed course catalog listing:**
    (1-3 hours) Prerequisites: PSY 100, junior standing, and permission of the faculty project supervisor. Advanced students will conduct research and / or readings or projects concerning issues in psychology under the direction of faculty members. The course may be repeated; up to six hours can be counted toward the major.

4. **Rationale for revision of the course catalog listing:** The restrictions needed to be reworded to accommodate two programs with different hour requirements.

5. **Proposed term for implementation:** Fall 2014

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

Department of Psychology	1/17/2014
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: PSY 199
    1.2   Course title: INTRODUCTION TO LIFESPAN DEVELOPMENTAL
            PSYCHOLOGY

2. **Proposed course number:** PSY 220

3. **Rationale for revision of course number:** The Department of Psychological Science is
   seeking equivalency for this course in a separate proposal. This change will make the course
   number consistent with the numbering systems in both the Department of Psychology and the
   Department of Psychological Science.

4. **Proposed term for implementation:** Fall 2014

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

    Department of Psychology   1/17/2014

    CEBS Curriculum Committee

    Undergraduate Curriculum Committee

    University Senate

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: PSY 301
    1.2   Course title: STATISTICS IN PSYCHOLOGY

2. **Proposed course number:** PSY 313

3. **Rationale for revision of course number:** The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.

4. **Proposed term for implementation:** Fall 2014

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

    Department of Psychology   1/17/2014

    CEBS Curriculum Committee   _____

    Undergraduate Curriculum Committee   _____

    University Senate   _____

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)

Contact Person:
Steve Wininger, steven.wininger@wku.edu, 745-4421

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: PSY 365
    1.2   Course title: Intelligence and Creativity

2. **Proposed course number:** Psy 339

3. **Rationale for revision of course number:** The change will make it conform to the
    departmental plan for course numbering. Courses pertinent to a subfield are then easily
    identifiable and cluster in the catalog, making them easier to locate.

4. **Proposed term for implementation:** Fall 2014

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

    Psychology Department   1/17/2014
    _____

    CEBS Curriculum Committee
    _____

    Undergraduate Curriculum Committee
    _____

    University Senate
    _____

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1. **Identification of proposed course**
    1.1 Course prefix (subject area) and number: PSY 410
    1.2 Course title: PSYCHOLOGY OF LEARNING

2. **Proposed course number:** PSY 331

3. **Rationale for revision of course number:** The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.

4. **Proposed term for implementation:** Fall 2014

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

Department of Psychology	1/17/2014
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)

Contact Person:
Steve Wininger, steven.wininger@wku.edu, 745-4421

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: PSY 455
    1.2   Course title: Introduction to Clinical Practice of Psychology

2. **Proposed course number:** PSY 445

3. **Rationale for revision of course number:** The change will make it conform to the departmental plan for course numbering. Courses pertinent to a subfield are then easily identifiable and cluster in the catalog, making them easier to locate.

4. **Proposed term for implementation:** Fall 2014

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

    Psychology Department   1/17/2014
    _____

    CEBS Curriculum Committee
    _____

    Undergraduate Curriculum Committee
    _____

    University Senate
    _____

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

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1.   Identification of course:
      1.1   Current course prefix (subject area) and number: PSY 390
      1.2   Course title: Field Experience in Psychology

2.   Revise course title:
      2.1   Current course title:
      2.2   Proposed course title:
      2.3   Proposed abbreviated title:
      2.4   Rationale for revision of course title:

3.   Revise course number:
      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:
      4.1   Current prerequisites/special requirements:
            Junior standing; Psychology Major or Minor with 12 hours in psychology and approval of the department, or Gerontology minor with twelve hours in the minor including PSY 423 and approval of the department; 2.5 GPA in psychology or gerontology. Field placement sites are approved based on consistency with the student's academic preparation
      4.2   Proposed prerequisites/ special requirements:
            Junior standing; Psychology Major or Minor with 12 hours in psychology; approval of the department and a 2.5 GPA in psychology. Field placement sites are approved based on consistency with the student's academic preparation.
      4.3   Rationale for revision of course prerequisites/special requirements:
            The Gerontology minor no longer includes Psy 390 as a course option and therefore references to minor should be removed.
      4.4   Effect on completion of major/minor sequence: N/A

5.   Revise course catalog listing:
      5.1   Current course catalog listing:
            Practical work experience in a supervised psychology-related work setting with a cooperating psychology or human services agency, private business, or industry. Psychology 390 may be taken for 3 hours credit at one time. Only three hours will count within the first 36 hours of a psychology major or within the first 21 hours of a psychology or gerontology minor. Students are responsible for arranging their own

transportation to designated or assigned sites.

5.2   Proposed course catalog listing:
Practical work experience in a supervised psychology-related work setting with a cooperating psychology or human services agency, private business, or industry. Psychology 390 may be taken for 3 hours credit at one time. Only three hours will count toward the psychology major or minor. Students are responsible for arranging their own transportation to designated or assigned sites.

5.3   Rationale for revision of course catalog listing:
- The Gerontology minor no longer includes PSY 390 as a course option and therefore references to that minor should be removed.
- Required hours in the psychology major were reduced and consequently any reference to hours was removed.

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

7.   Revise grade type:
7.1   Current grade type:
7.2   Proposed grade type:
7.3   Rationale for revision of grade type:
8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Psychology	1/17/2014
CEBS College Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1.   Identification of course:
  1.1   Current course prefix (subject area) and number: PSY 495
  1.2   Course title: History and Systems of Psychology

2.   Revise course title:
  2.1   Current course title: History and Systems of Psychology
  2.2   Proposed course title: History of Psychology
  2.3   Proposed abbreviated title: HIST OF PSY
  2.4   Rationale for revision of course title: The term "Systems of Psychology" is outdated and misleading. The term implies, inaccurately, that historically there have been only a limited number of "systems", or ways of studying mind and behavior.

3.   Revise course number:
  3.1   Current course number: PSY 495
  3.2   Proposed course number: PSY 481
  3.3   Rationale for revision of prefix and course number: The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.

4.   Revise course prerequisites:
  4.1   Current prerequisites: Nine hours in psychology including PSY 100 and junior standing or permission of the instructor.
  4.2   Proposed prerequisites: PSY 100/PSYS 100 and junior standing or permission of the instructor.
  4.3   Rationale for revision of course prerequisites: Successful performance in this class does not require an additional 6 credit hours in psychology beyond PSY 100 and the Department of Psychological Sciences is seeking equivalency for this course in a separate proposal, so students may also satisfy the prerequisite by taking PSYS 100.
  4.4   Effect on completion of major/minor sequence: N/A

5.   Revise course catalog listing:
  5.1.   Current course catalog listing: PSY 495. HISTORY AND SYSTEMS OF PSYCHOLOGY (3) Prerequisites: Nine hours in psychology including PSY 100 and junior standing or permission of the instructor. Overview of the main historical systems of psychology: introspectionist, functionalist, purposive, psychoanalytic, behaviorist, gestalt, existentialistic, and humanistic. Emphasizes the recent history of psychology and

the identification of important systematic trends in contemporary writings in psychology and their underlying assumptions.

5.2. Proposed course catalog listing: PSY 481. HISTORY OF PSYCHOLOGY. (3) Prerequisites: PSY 100/PSYS 100 and junior standing or permission of the instructor. Overview of major historical developments in psychology and related scientific disciplines, such as medicine, neurophysiology, and physics. Emphasizes developments over the past 500 years. History of the scientific study of human/animal behavior, as well as cognitive, perceptual, and mental functioning.

5.3. Rationale for revision of course catalog listing: The previous course catalog listing indicated that the course will examine only a limited number of "schools" or "systems" of psychology including "introspectionist, functionalist, purposive, psychoanalytic, behaviorist, gestalt, existentialistic, and humanistic". This concept (highlighted by a 1933 book by Edna Heidbreder titled "Seven psychologies") is inaccurate. Psychology, in fact, has a rich history that cannot be captured by the simplistic idea that there are only "seven" types of Psychology. The revised catalog listing is a more accurate description of what is actually taught – i.e., that the course content covers the history of the study of human/animal behavior as well as cognitive, perceptual, and mental functioning.

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

7. Revise grade type:
7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall Semester 2014

9. Dates of prior committee approvals:

Department of Psychology	1/17/2104
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
    1.1   Current course prefix (subject area) and number: PSY 100
    1.2   Course title: Introduction to Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 100

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
    1.1   Current course prefix (subject area) and number: PSY 210
    1.2   Course title: Research Methods in Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 210

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
    1.1   Current course prefix (subject area) and number: PSY 211
    1.2   Course title: Research Methods in Psychology Laboratory

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 211

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
      1.1   Current course prefix (subject area) and number: PSY 220
      1.2   Course title: Introduction to Developmental Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 220

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
　　　　1.1   Current course prefix (subject area) and number: PSY 290
　　　　1.2   Course title: Supervised Study in Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 290

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
        1.1   Current course prefix (subject area) and number: PSY 313
        1.2   Course title: Statistics in Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 313

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
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Psychological Sciences

1.   Identification of existing course:
    1.1   Current course prefix (subject area) and number: PSY 331
    1.2   Course title: Psychology of Learning

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 331

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   **Identification of existing course:**
         1.1   Current course prefix (subject area) and number: PSY 350
         1.2   Course title: Social Psychology

2.   **Identification of proposed equivalent course prefix(es) and numbers:** PSYS 350

3.   **Rationale for each equivalent course:** The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   **Proposed term for implementation: Fall 2014**

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

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   **Identification of existing course:**
        1.1   Current course prefix (subject area) and number: PSY 440
        1.2   Course title: Abnormal Psychology

2.   **Identification of proposed equivalent course prefix(es) and numbers:** PSYS 440

3.   **Rationale for each equivalent course:** The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   **Proposed term for implementation: Fall 2014**

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

Department of Psychological Sciences	January 6, 2014
Department of Psychology	1/17/2014
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: December 16, 2013

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
 or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
 Psychological Sciences

1.   Identification of existing course:
         1.1   Current course prefix (subject area) and number: PSY 481
         1.2   Course title: History of Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 481

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

Format effective May 2013

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   **Identification of existing course:**
        1.1   Current course prefix (subject area) and number: PSY 490
        1.2   Course title: Research, Readings, or Special Projects in Psychology

2.   **Identification of proposed equivalent course prefix(es) and numbers:** PSYS 490

3.   **Rationale for each equivalent course:** The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   **Proposed term for implementation: Fall 2014**

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

        Department of Psychological Sciences   January 6, 2014

        Department of Psychology

        OCSE Curriculum Committee

        CEBS Curriculum Committee

        Undergraduate Curriculum Committee

        University Senate

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1.   Identification of existing course:
1.1   Current course prefix (subject area) and number: PSY 499
1.2   Course title: Senior Seminar in Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 499

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created
in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the
Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the
undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer
equivalent courses for undergraduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	
OCSE Curriculum Committee	
CEBS Curriculum Committee	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Jenni L. Redifer, email: jenni.redifer@wku.edu, phone: 5-4081

1.   **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: PSY 436
   1.2   Course title: Applied Cognitive Psychology
   1.3   Abbreviated course title: Applied Cognitive Psychology
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L (Lecture)
   1.6   Prerequisites: PSY 100 with a grade of "C" or better or permission of the instructor.
   1.7   Course catalog listing: *Prerequisite: PSY 100 with a grade of "C" or better or permission of the instructor.* This course will focus on the application of empirical cognitive findings to real-world memory tasks, reasoning, and problem-solving.

2.   **Rationale:**

   2.1   Reason for developing the proposed course: An understanding of how cognitive concepts apply to real-world scenarios allows students to transfer their knowledge of basic research findings to situations they encounter in their everyday lives. This course emphasizes the ways in which cognitive components such as perception and memory influence human behavior in real-world settings (as opposed to in laboratory settings), providing a strong addition to the department's emphasis on the practical applications of psychology. This course introduces students to the application of psychological principles to real-world problems, which will benefit students planning to enter the workforce upon graduation, as well as those who will develop their own research questions in graduate school.
   2.2   Projected enrollment in the proposed course: 30/semester based on Fall 2013.
   2.3   Relationship of the proposed course to courses now offered by the department: Applications of cognitive psychology to real-world situations are covered briefly in Cognitive Psychology (PSY 405; changing to PSYS 333), however PSY 405 focuses mainly on cognitive theory and laboratory findings. Applied Cognitive Psychology will emphasize the practical applications of cognitive findings. Psychological Sciences, the department that now houses PSY 405, is supportive of the proposed Applied Cognitive Psychology course.
   2.4   Relationship of the proposed course to courses offered in other departments: There are no courses in applied cognition in other departments.

2.5   Relationship of the proposed course to courses offered in other institutions: Catholic University of America offers PSY 447 Applied Cognitive Psychology (PSY 447). Similar to the relationship of the proposed PSY 436 to the existing PSY 405, Arizona State University offers Memory and Cognition (PSY 324), an introduction to cognitive research findings, as well as Effective Thinking (PGS 304), which focuses on "improving intellectual and behavioral skills; information analysis, inference, logic, problem solving, and decision making." Additionally, many universities offer graduate programs in applied cognitive psychology (e.g., Claremont Graduate University, Texas Tech University, University of Houston-Clear Lake, Kansas State University).

3.   Discussion of proposed course:

3.1   Course objectives: Students will be able to:
  - Demonstrate understanding of and apply theories of cognition to explain human behavior
  - Apply cognitive research findings to real-world situations
  - Identify common misconceptions about everyday practices (e.g., distracted driving) using relevant empirical findings
  - Identify and apply effective memory strategies
  - Propose a theoretically-based cognitive research study with practical implications

3.2   Content outline:
  - Introduction to Cognitive Theories
    - Perception
    - Memory
    - Attention
    - Problem solving
  - Real-world Applications of Perception Research
    - Eyewitness Accounts
    - Optical Illusions
    - Occupational Therapy for Visual Perceptual Skills
  - Practical Implications of Memory (In)Accuracy
    - Eyewitness Memory & Testimony
    - Memory Errors
    - False Memories, False Accusations, and Witness Tampering
    - Flashbulb Memories
    - Filling in the Gaps: Alien Abduction Memories
  - How Attentional Capacity Impacts Behavior
    - Distracted Driving
    - Other Types of Multitasking
    - Cognitive Load and Choking Under Pressure
    - Individual Differences in Academic Performance
    - Can Attentional Capacity Be Increased?
  - Myths about Learning, Memory, and the Brain
    - Learning Styles

- o The 10% Myth
- o Left Brain, Right Brain
- o Alcohol and Brain Cells
- o Brain Training
- Problem-solving
  - o Academic Problem-solving
  - o Creative Problem-solving in the Workplace
  - o Logical Fallacies in the Media
- Decision-making
  - o Risk: Gambling
  - o Comparisons: Shopping and Relationships
  - o Evaluating Information and its Sources
- Strategies
  - o Retrieving Information from Long-Term Memory
  - o Dealing with Limited Memory Capacity in Everyday Situations
  - o Transferring Knowledge to New Situations
  - o Becoming an Expert Student
- Careers in Applied Cognitive Psychology
  - o School Psychology
  - o Human Factors Psychology
  - o Cognitive Behavioral Therapy
  - o Conducting Research in Real-World Settings

3.3   Student expectations and requirements: Students will be expected to read assigned text chapters and journal articles. Class attendance and active participation in in-class activities is expected. Student learning will be assessed with tests, quizzes, in-class activities and a research proposal.

3.4   Tentative texts and course materials:

- Galotti, K.M. (2013). *Cognitive Psychology In and Out of the Laboratory (5th edition).* Thousand Oaks, CA: Sage.
- Additional academic journal articles will be provided for each topic, e.g., Clark. S.E. & Loftus, E.F. (1996). The construction of space alien abduction memories. *Psychological Inquiry*, *7*, 140-143.

4.   Resources:

4.1   Library resources: Current library resources are sufficient.
4.2   Computer resources: No special computer resources are required.

5.   Budget implications:

5.1   Proposed method of staffing: The combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years

and 25.8% in the past 3 years. This growth has created a significant challenge to the Department's capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the Foundations of Behavior category of the Psychology General major. The proposed class would both help to meet student demand and offer students an additional course option in that category. A Psychology faculty member who previously taught PSY 405 will assume responsibility for teaching this course. To date, this faculty member has taught PSY 405 and PSY 310, Educational Psychology. Because PSY 405 has moved to Psychological Sciences, this faculty member will no longer teach PSY 405, and will instead teach PSY 436.

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

6.   **Proposed term for implementation:** Fall 2014

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

Department of Psychology: 1/17/2014

CEBS Curriculum Committee: _____

University Curriculum Committee: _____

University Senate: _____

Bibliography

Galotti, K.M. (2013). *Cognitive Psychology In and Out of the Laboratory (5th edition).* Thousand Oaks, CA: Sage.

College of Education and Behavioral Science
Department of Psychology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1.   **Identification of course:**
        1.1   Course prefix (subject area) and number: PSY 310
        1.2   Course title: Educational Psychology: Development and Learning

2.   **Current prerequisites:** PSY 100

3.   **Proposed prerequisites:** PSY 100 and one of the following: EDU 250, MGE 275, AGR 250, SMED 101, SMED 301, IECE 321 or permission of instructor.

4.   **Rationale for the revision of prerequisites:**
PSY 310 is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. Faculty teaching PSY 310 have consistently found that students struggle to learn the content without having the necessary foundation knowledge that stems from an introductory education course which typically includes a field component. The field component allows for students to gain classroom experience which is essential for better learning of the research and theories learned in PSY 310. In addition, the proposed prerequisite education courses are designed to handle the necessary administrative components affiliated with getting students cleared to be in the schools for field work (i.e., orientation, background check, physical, TB test). Having the necessary requirements completed prior to taking PSY 310 would help maximize the learning opportunities designed for the field component in the course.

5.   **Effect on completion of major/minor sequence:**
Typically, students take PSY 310 early in their academic careers because it is a foundation course and prerequisite in many programs (e.g., Elementary Education, Special Education, Middle Grades Education, Secondary Education, Communication Disorders, Business and Marketing Education, etc.). EDU 250, MGE 275, AGR 250, SMED 101, SMED 301, or IECE 321 are also foundation courses that act as prerequisites for their respective majors. In fact, many programs recommend taking the introductory education course (e.g., EDU 250) prior to PSY 310 in their suggested course sequence. Therefore, the proposed prerequisite change should not disrupt the sequence of any major/minor provided that students are advised to ensure they stay on track and complete the prerequisite courses in a timely manner.

6.   **Proposed term for implementation:** Fall 2014

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

Department/ Unit   1/17/2014

College Curriculum Committee   _____

Professional Education Council (if applicable)   _____

General Education Committee (if applicable)   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item

Contact Person: Steven R. Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1.   Identification of program:
     1.1   Current program reference number: 760
     1.2   Current program title: Psychology (General Major)
     1.3   Credit hours: 37

2. Identification of the proposed program changes:
     2.1   Reduce the total number of hours from 37 to 31.
     2.2   Change course prefixes and some course numbers to reflect recent split in psychology department. The Psychological Science department is switching to a standard course numbering system.
     2.3   Remove one course from the core class requirements (PSY361).
     2.4   Revise the category courses from five to three with new category titles, course arrangement, and some courses.
     2.5   Increase the number of electives from 6 to 9 hours.
     2.6   Add an admissions criteria for students wishing to pursue the Psychology General Major.

3.   Detailed program description:

Current Program	Proposed Program
General Major	General Major
The general major in psychology (reference number 760) requires a minimum of ~~37~~ semester hours and leads to a Bachelor of Arts degree.	The general major in psychology (reference number 760) requires a minimum of 31 semester hours and leads to a Bachelor of Arts degree.
A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above).	A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above).
Required courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 301 Statistics in Psychology (3), ~~PSY 361 Psychological Tests and Measurements (3),~~ and PSY 495 History and Systems of Psychology (3).	Required courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 313 Statistics in Psychology (3), and PSY 481 History of Psychology (3).
MATH 183 (recommended) or other	MATH 183 (recommended) or other

mathematics course (excluding MATH 109) that satisfies the mathematics General Education requirement must also be completed, as well as the indicated number of hours from each of the following categories.	mathematics course (excluding MATH 109) that satisfies the mathematics General Education requirement must also be completed, as well as the indicated number of hours from each of the following categories.

The current program has five categories from which one course must be taken. The revision has merged most of those courses into three categories from which one course must be taken. The change from five to three categories only alters the requirement of two courses. In addition, we have increased the electives from six to nine hours, resulting in a net loss of one category course and one required course (PSY361).

Developmental Psychology: 3 hours • ~~PSY 321 - Child Developmental Psychology~~ • PSY 422 - Adolescent Psychology • ~~PSY 423 - Psychology of Adult Life and Aging~~ **Social/Industrial-Organizational/Motivation: 3 hours** • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion **Personality/Abnormal Psychology: 3 hours** • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories **Biopsychology: 3 hours** • PSY 411 – Psychology of Sensation and Perception • ~~PSY 480 - Behavioral Neuroscience~~ **Learning/Cognition: 3 hours** • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning	**Foundations of Behavior: 3 hours** • PSY 331 – Psychology of Learning (3) • PSYS 333 – Cognitive Psychology (3) • PSYS 363 – Psychology of Sensation and Perception (3) • PSY 412 – Psychology of Motivation and Emotion (3) • PSY 422 – Adolescent Psychology (3) • PSY 436 – Applied Cognitive Psychology (3) • PSYS 450 – Introduction to Personality Theories (3) **Group Behavior: 3 hours** • PSY 350 – Social Psychology (3) • PSY 355 – Cross-Cultural Psychology (3) • PSYS 370 – Industrial/Organizational Psychology (3) • PSY 371 – Psychology of Sales (3) • PSY470 – Psychology and Law (3) **Behavioral Change: 3 hours** • PSY 340 – Sport Psychology (3) • PSY 440 – Abnormal Psychology (3) • PSY 442 – Beginning Skills in Psychological Interviewing (3) • PSY 443 – Behavior Modification (3) • PSY 445 – Introduction to Clinical Practice in Psychology (3)

Increasing the elective hours from six to nine gives students more flexibility in choosing courses allowing them to target classes that are more aligned with their career interests.

Psychology Electives: ~~6 hours~~	**Psychology Electives: 9 hours (at least 6 hours in courses numbered 300 or above in PSY or PSYS with the exception of PSY175 or PSY310)**

	The Psychology General Major is restricted to students with minimum composite ACT of 20 (or equivalent SAT) or a minimum cumulative GPA of 2.5 after 30 plus hours.

4.   Rationale for the proposed program change: These changes allow the Department of Psychology to offer programs unique to their research foci and mission within the College of Education and Behavioral Sciences. These revisions also facilitate WKU's current focus on degree completion and production. Specific rationales for each change include:

4.1 Reducing the total hours from 37 to 31 allows students to pursue the entire A.B. in
    psychology online (the increased flexibility and reduced hours make this possible) and allows
    students desiring a liberal arts focused education the opportunity to major in the field of
    psychology while pursuing an additional major, two minors, or a chance to increase their
    exposure to additional academic subject areas.

4.2 The Psychological Science department is restructuring their course numbering system (see below). The Psychology department agreed to make necessary changes for restructuring our own courses which was necessary for agreed upon equivalent courses in order to facilitate this transition.

Undergraduate Level
100 Freshman
200 Sophomore
300 Junior
400 Senior

Subject
0 Introductory
1 Methods & Statistics
2 Developmental
3 Learning & Cognition
4 Clinical
5 Social
6 Biopsychology
7 Industrial/Organizational
8 History, Ethics, & Other
9 Practicum/Readings/Research

4.3 Removing PSY361 from the required core simplifies the curricula as suggested in the new APA Guidelines for the Undergraduate Psychology Major: Version 2.0. (August 2013); it also removes a core course (PSY361) with redundant content. Portions of content covered in PSY361 are also covered in PSY210/211 and PSY301.

4.4 Reducing and reorganizing the category courses affords students more flexibility with regard to required courses (currently the restricted nature of the category requirements create a bottleneck for some students with regard to graduation). It is important to note that while the

proposed revisions restructure the categories of courses and rename the categories, they do not significantly alter the number of courses offered or the learning outcomes of the program.

4.5 Increasing the electives from 6 to 9 hours allows students to target classes more relevant to their career interests, leading to better preparation for careers and graduate school.

4.6 The Psychology General Major currently does not have any admissions criteria. In effort to facilitate student success and retention we are proposing either a minimum ACT of 20 or a cumulative GPA of 2.5 after 30 or more hours. The beginning freshman requirement for minimum composite ACT is 20. The Extended Major in Psychology has a minimum GPA requirement of 2.5, thus the new GPA requirement would be align with the extended major.

5.   Proposed term for implementation and special provisions (if applicable): Fall, 2014

6.   Dates of prior committee approvals:

Department of Psychology: <u>1/17/2014</u>

CEBS Curriculum Committee   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Prefix (Subject Area)
(Information Item)

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

1. **Identification of current course prefix: PSY**

2. **Identification of proposed course prefix: PSYS**

3. **Rationale for the prefix revision:** The courses listed in #4 are taught primarily by faculty in the Department of Psychological Sciences. Administrative responsibility for these courses is therefore moving from the Department of Psychology to the Department of Psychological Sciences.

4. **Course numbers to be included under the new course prefix:** 504, 512, 513, 521, 523, 551, 552, 563, 570, 571, 572, 580, 670, 673, 770, 771, 773

5. **Term of implementation: Fall 2014**

6. **Dates of notification to committees:**

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1. **Identification of proposed course**
   1.1   Course prefix (subject area) and number: PSY 500
   1.2   Course title: TRENDS AND SCIENTIFIC APPROACHES IN PSYCHOLOGICAL THINKING

2. **Proposed course number:** PSY 597

3. **Rationale for revision of course number:** The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.

4. **Proposed term for implementation:** Fall 2014

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

   Department of Psychology   January 17, 2014

   CEBS Curriculum Committee

   Graduate Council

   University Senate

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353 or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1.   Identification of existing course:
  1.1   Current course prefix (subject area) and number: PSY 440G
  1.2   Course title: Abnormal Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 440G

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for graduate students. The Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological
   Sciences

1.   **Identification of existing course:**
    1.1   Current course prefix (subject area) and number: PSY 520
    1.2   Course title: Individual Differences and Human Diversity

2.   **Identification of proposed equivalent course prefix(es) and numbers:** PSYS 520

3.   **Rationale for each equivalent course:** The Department of Psychological Sciences was created in the Ogden
College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology
in the College of Education and Behavioral Sciences, offer courses for the graduate Psychology programs. The
Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course
prefix.

4.   **Proposed term for implementation: Fall 2014**

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

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353 or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1.   Identification of existing course:
   1.3   Current course prefix (subject area) and number: PSY 590
   1.4   Course title: Readings of Research in Psychology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 590

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the graduate Psychology programs. The Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological
    Sciences

1.   Identification of existing course:
    1.1   Current course prefix (subject area) and number: PSY 640
    1.2   Course title: Psychopathology

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 640

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden
College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology
in the College of Education and Behavioral Sciences, offer courses for the graduate Psychology programs. The
Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course
prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353 or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1.   **Identification of existing course:**
      1.1   Current course prefix (subject area) and number: PSY 641
      1.2   Course title: Theories of Psychotherapy

2.   **Identification of proposed equivalent course prefix(es) and numbers:** PSYS 641

3.   **Rationale for each equivalent course:** The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the graduate Psychology programs. The Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course prefix.

4.   **Proposed term for implementation: Fall 2014**

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

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

Proposal Date: December 16, 2013

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological
Sciences

1.   Identification of existing course:
   1.5   Current course prefix (subject area) and number: PSY 597
   1.6   Course title: Trends and Scientific Approaches in Psychological Thinking

2.   Identification of proposed equivalent course prefix(es) and numbers: PSYS 597

3.   Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden
College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology
in the College of Education and Behavioral Sciences, offer courses for the graduate Psychology programs and minor.
The Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course
prefix.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	January 17, 2014
OCSE Graduate Curriculum Committee	
CEBS Curriculum Committee	
Graduate Council	
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1.   Identification of course:

   1.1   Current course prefix (subject area) and number: PSY 490G

   1.2   Course title: Research, Readings or Special Projects in Psychology

   1.3   Credit hours: 3

2.   Rationale for the course suspension: This course is no longer offered as a 400G level course.

3.   Effect of course suspension on programs or other departments, if known: There are no other programs or departments that require PSY 490G.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

   Department of Psychology: January 17, 2014

   CEBS Curriculum Committee   _____

   Graduate Council   _____

   University Senate   _____

College of Education and Behavioral Science
Department of Psychology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1. **Identification of course:**

    1.1   Current course prefix (subject area) and number: PSYS 495G

    1.2   Course title: History and Systems of Psychology

    1.3   Credit hours: 3

2. **Rationale for the course suspension:** This course is no longer taught as a 400G level course.

3. **Effect of course suspension on programs or other departments, if known:** There are no other programs or departments that require 495G.

4. **Proposed term for implementation:** Fall 2014

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

    Department of Psychology: January 17, 2014

    CEBS Curriculum Committee   _____

    Graduate Council   _____

    University Senate   _____

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

Contact Person: Jenni L. Redifer, email: jenni.redifer@wku.edu, phone: 5-4081

1.   **Identification of proposed course:**
        1.3   Course prefix (subject area) and number: PSY 436G
        1.4   Course title: Applied Cognitive Psychology
        1.5   Abbreviated course title: Applied Cognitive Psychology
        1.4   Credit hours and contact hours: 3
        1.5   Type of course: L (Lecture)
        1.6   Prerequisites: PSY 100 with a grade of "C" or higher and permission of the instructor.
        1.7   Course catalog listing: *Prerequisite: PSY 100 with a grade of "C" or better or permission of the instructor.* This course will focus on the application of empirical cognitive findings to real-world memory tasks, reasoning, and problem-solving. Topics covered include attentional processes applied to distracted driving, memory formation and retrieval as they relate to eyewitness testimony and recovered memories, and strategies for compensating for our limited short-term memory capacity.

2.   **Rationale:**
        2.1   Reason for developing the proposed course: An understanding of how cognitive concepts apply to real-world scenarios allows students to transfer their knowledge of basic research findings to situations they encounter in their everyday lives. This course emphasizes the ways in which cognitive components such as perception and memory influence human behavior in practice (as opposed to in laboratory settings), providing a strong addition to the department's emphasis on the practical applications of psychology. This course introduces students to the application of psychological principles to real-world problems, which will benefit students planning to enter the workforce upon graduation, as well as those who will develop their own research questions in graduate school. This G course is being proposed for graduate students who are interested in masters-level study of applied cognitive psychology. Currently, there is no course in applied cognitive psychology at the graduate level offered at WKU. This course will benefit graduate students who intend to attend doctoral programs in applied cognitive psychology, human factors, educational psychology, or school psychology. It will also be of use to graduate students in other programs for whom knowledge of the practical implications of cognitive psychology is useful (e.g., social work, counseling, teacher education, and sociology).
        2.2   Projected enrollment in the proposed course: 3-4/semester. This does not include the projected enrollment of undergraduates in PSY 436. These two courses will meet at the same time to maximize efficiency.
        2.3   Relationship of the proposed course to courses now offered by the department: This course is proposed to be the G course to PSY 436 Applied Cognitive Psychology, which is currently being proposed to the Undergraduate Curriculum Committee.
        2.4   Relationship of the proposed course to courses offered in other departments: Undergraduate courses in cognition are currently offered by the Department of Psychological Sciences, but no courses in applied cognition are offered.
        2.5   Relationship of the proposed course to courses offered in other institutions: Catholic University of America offers PSY 447 Applied Cognitive Psychology (PSY 447) and California State University Northridge offers Applied Cognition (PSY 369). Similar to the relationship of the proposed PSY 436 to the existing PSY 405, Arizona State University offers Memory and Cognition (PSY 324), an introduction to cognitive research findings, as well as Effective Thinking (PGS 304), which focuses on "improving intellectual and behavioral skills; information analysis, inference, logic, problem solving,

and decision making." Additionally, many universities offer graduate programs in applied cognitive psychology (e.g., Claremont Graduate University, Texas Tech University, University of Houston-Clear Lake, Kansas State University). Similar graduate courses include Psych 325 Psychology of Thinking at Claremont Graduate University and PSYC 759 Applied Decision Making at George Mason University.

3.   Discussion of proposed course:
3.1   Course objectives: Students will be able to:
- Understand and apply theories of cognition to explain human behavior
- Apply cognitive research findings to real-world situations
- Identify common misconceptions about everyday practices (e.g., distracted driving) using relevant empirical findings
- Identify and apply effective memory strategies
- Propose a theoretically-based cognitive research study with practical implications, including a review of relevant measures to be used.
3.2   Content outline:
- Introduction to Cognitive Theories
    - Perception
    - Memory
    - Attention
    - Problem solving
- Real-world Applications of Perception Research
    - Eyewitness Accounts
    - Optical Illusions
    - Occupational Therapy for Visual Perceptual Skills
- Practical Implications of Memory (In)Accuracy
    - Eyewitness Memory & Testimony
    - Memory Errors
    - False Memories, False Accusations, and Witness Tampering
    - Flashbulb Memories
    - Filling in the Gaps: Alien Abduction Memories
- How Attentional Capacity Impacts Behavior
    - Distracted Driving
    - Other Types of Multitasking
    - Cognitive Load and Choking Under Pressure
    - Individual Differences in Academic Performance
    - Can Attentional Capacity Be Increased?
- Myths about Learning, Memory, and the Brain
    - Learning Styles
    - The 10% Myth
    - Left Brain, Right Brain
    - Alcohol and Brain Cells
    - Brain Training
- Problem-solving
    - Academic Problem-solving
    - Creative Problem-solving in the Workplace
    - Logical Fallacies in the Media
- Decision-making
    - Risk: Gambling
    - Comparisons: Shopping and Relationships
    - Evaluating Information and its Sources
- Strategies

- o Retrieving Information from Long-Term Memory
- o Dealing with Limited Memory Capacity in Everyday Situations
- o Transferring Knowledge to New Situations
- o Becoming an Expert Student
- Careers in Applied Cognitive Psychology
  - o School Psychology
  - o Human Factors Psychology
  - o Cognitive Behavioral Therapy
  - o Conducting Research in Real-World Settings

3.3   Student expectations and requirements: Students will be expected to read assigned text chapters and journal articles. Class attendance and active participation in in-class activities is expected. Student learning will be assessed with tests, quizzes, in-class activities and a research proposal.

3.4   Tentative texts and course materials:
- Galotti, K. M. (2013). *Cognitive Psychology In and Out of the Laboratory (5th edition).* Thousand Oaks, CA: Sage.
- Additional academic journal articles will be provided for each topic, e.g., Clark. S. E. & Loftus, E. F. (1996). The construction of space alien abduction memories. *Psychological Inquiry*, *7*, 140-143.

4.   Resources:

4.1   Library resources: Current library resources are adequate.

4.2   Computer resources: No special computer resources are required.

5.   Budget implications:

5.1   Proposed method of staffing: A Psychology faculty member who previously taught PSY 405 will assume responsibility for teaching this course. To date, this faculty member has taught PSY 405 and PSY 310, Educational Psychology. Because PSY 405 has moved to Psychological Sciences, this faculty member will no longer teach PSY 405, and will instead teach PSY 436 and PSY 436G.

5.2   Special equipment needed: None

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

Department of Psychology: January 17, 2014

CEBS Curriculum Committee

Graduate Council

University Senate

Contact Person: Dr. Carl Myers, carl.myers@wku.edu, 745-4410

1.   **Identification of program:**
        1.1   Current program reference number: 092
        1.2   Current program title: Master of Arts: Psychology
        1.3   Credit hours: 36-48

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

        • Eliminate the industrial/organizational and psychological sciences concentrations from the Master of Arts program in psychology. As such, wording related to "core courses" and "concentrations" was also deleted as there will only be one concentration (i.e., Clinical) for the Master of Arts program in psychology.
        • The credit hours would change from "36-48" to 48.
        • Add in additional admission requirements to be consistent with actual practice.
        • Add "or equivalent" with GRE scores to allow for students who took the GRE prior to the change in scoring to be accepted into the program.
        • Added a statement about potential additional requirements of internship placement sites.
        • Change the course prefixes to reflect the distribution of courses between the Department of Psychology and the Department of Psychological Sciences.
        • Add options for students to take for Research Methods and Statistics/Psychometrics.

3.   **Detailed program description:**

Current Program	**Proposed Program**
This program prepares students to pursue careers in clinical, ~~business, or government settings,~~ and/or to enter a doctoral program. ~~Three concentrations are offered: clinical, industrial/organizational, and psychological science.~~	This program prepares students to pursue careers in clinical **psychology** and/or to enter a doctoral program.
Admission Requirements Applicants should have: ~~a statistics and experimental methodology course; background in psychology;~~ minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test (~~verbal and quantitative combined~~); and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. Applicants ~~to the clinical psychology concentration~~ must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. ~~Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work.~~ Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.	Admission Requirements Applicants should have: **18 hours in Psychology classes, including one class (3 credit hours) in either Abnormal Psychology or Personality Psychology and one class (3 credit hours) in either Statistics or Research Methods;** minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test (**or equivalent**); and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. Applicants must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

Degree Requirements—36-48 hours
The program comprises 18-21 hours of core courses plus
specific program content that varies by concentration.
A thesis based on original research conducted under the
direction of a department graduate faculty member is
required. A comprehensive examination is required at the time
of thesis defense. A research tool is required in all
concentrations. No concentration may have more than 9 hours
of 400G-level courses.

Required Core—18-21 hours
  Methods and Statistics—6 hours
    PSY 504 Advanced Research Methods in Psychology (3
    hrs)
    And one of the following:
    PSY 512 Seminar in Experimental Design (3 hrs)
    PSY 513 Advanced Statistical Analysis (3 hrs)
    PSY 563 Statistics and Psychometric Theory (3 hrs)

  Scientific Writing—6 hours
    PSY 599 Thesis Research (6 hrs)

  Science of Behavior—3 hours
    Select one:
    PSY 511 Psychology of Learning (3 hrs)
    PSY 521 Advanced Child Psychology (3 hrs)
    PSY 523 Advanced Topics in Cognition (3 hrs)
    PSY 552 Advanced Social Psychology (3 hrs)
    PSY 580 Advanced Physiological Psychology (3 hrs)

  Ethics (3 hours)
    PSY 541 Professional Issues and Ethics in Psychology (3
    hrs)

  Practicum or Internship—3 hours
    Select one:
    PSY 592 Psychology Internship (3 hrs)
    PSY 662 Practicum in Psychology (3 hrs)

Clinical Psychology, Concentration Code MACL—48 hours
This concentration follows the scientist-practitioner model of
training and prepares students to be successful performing
both research and therapy. The concentration offers a broad
foundation for the professional who will render a wide variety
of psychological services at the MA level and/or prepare
students to pursue further education at the doctoral level.
Clinical concentration graduates have the credentials
necessary to pursue licensure in the state of Kentucky.
Practicum and internship (9 hours) are required. A thesis is
required. A criminal background check will be required of
successful applicants during the first semester of graduate
study at the applicant's expense. Grades lower than B may not
be used to satisfy requirements for courses in the clinical
training sequence (PSY 560, 640, 641, and 660), or practicum
and internship (PSY 562, 592, and 662).

Degree Requirements—48 hours
The clinical psychology concentration follows the scientist-
practitioner model of training and prepares students to be
successful performing both research and therapy. The **degree**
offers a broad foundation for the professional who will render
a wide variety of psychological services at the MA level
and/or prepare students to pursue further education at the
doctoral level. Clinical **psychology** graduates have the
credentials necessary to pursue licensure in the state of
Kentucky. Practicum and internship (9 hours) are required. A
thesis is required. A criminal background check will be
required of successful applicants during the first semester of
graduate study at the applicant's expense. Grades lower than
B may not be used to satisfy requirements for courses in the
clinical training sequence (PSY 560, 640, 641, and 660), or
practicum and internship (PSY 562, 592, and 662).
**Practicum/internship sites may have additional
requirements before allowing students to complete
placements; these might include, but are not limited to,
vaccinations, additional background checks, and health
screenings.**

~~Specific Concentration Requirements—48 hours~~

Methods and Statistics—6 hours
~~PSY~~ 504 Advanced Research Methods in Psychology (3 hrs)
~~PSY~~ 563 Statistics and Psychometric Theory (3 hrs)

Methods and Statistics—6 hours
PSYS 504 Advanced Research Methods in Psychology (3 hrs)
OR **EDFN 500 Research Methods (3 hrs)**
PSYS 563 Statistics and Psychometric Theory (3 hrs)
OR **EDFN 501 Educational Statistics (3 hrs)**

Science of Behavior—9 hours
PSY 511 Psychology of Learning (3 hrs)
OR ~~PSY~~ 523 Advanced Topics in Cognition (3 hrs)
~~PSY~~ 552 Advanced Social Psychology (3 hrs)
~~PSY~~ 580 Advanced Physiological Psychology (3 hrs)

Science of Behavior—9 hours
PSY 511 Psychology of Learning (3 hrs)
OR **PSYS** 523 Advanced Topics in Cognition (3 hrs)
PSYS 552 Advanced Social Psychology (3 hrs)
PSYS 580 Advanced Physiological Psychology (3 hrs)

Scientific Writing—6 hours
PSY 599 Thesis Research and Writing (6 hrs)

Scientific Writing—6 hours
PSY 599 Thesis Research and Writing (6 hrs)

Ethics—3 hours
PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Ethics—3 hours
PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum and Internship—9 hours
PSY 662 Practicum in Psychology (3 hrs)
PSY 562 Practicum in Psychological Assessment (3 hrs)
PSY 592 Psychology Internship (3 hrs)

Practicum and Internship—9 hours
PSY 662 Practicum in Psychology (3 hrs)
PSY 562 Practicum in Psychological Assessment (3 hrs)
PSY 592 Psychology Internship (3 hrs)

Clinical Courses—15 hours
PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)
PSY 640 Psychopathology (3 hrs)
PSY 641 Theories of Psychotherapy (3 hrs)
PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)
PSY 520 Individual Differences (3 hrs)

Clinical Courses—15 hours
PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)
PSY 640 Psychopathology (3 hrs)
PSY 641 Theories of Psychotherapy (3 hrs)
PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)
PSY 520 Individual Differences (3 hrs)

~~Industrial-Organizational Psychology, Concentration Code MAIN—45 hours~~
~~This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).~~

~~Specific Concentration Requirements—45 hours~~
~~Research Methods, Measurement, and Statistics—12 hours~~
~~PSY 504 Advanced Research Methods in Psychology (3 hrs)~~
~~PSY 512 Experimental Design and Analysis of Variance (3 hrs)~~
~~PSY 513 Advanced Statistical Analysis (3 hrs)~~
~~PSY 563 Statistics and Psychometric Theory (3 hrs)~~

~~Science of Behavior—3 hours~~

PSY 552 Advanced Social Psychology (3 hrs)

Scientific Writing – 6 hours
   PSY 599 Thesis Research and Writing (6 hrs)

Ethics – 3 hours
   PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum and Internship – 6 hours
   PSY 592 Psychology Internship (6 hrs)*

Industrial/Organizational Courses – 15 hours
   PSY 570 Job Analysis and Compensation (3 hrs)
   PSY 571 Personnel Psychology (3 hrs)
   PSY 572 Organizational Psychology (3 hrs)
   PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs)
   PSY 673 Advanced Training in Business and Industry (3 hrs)

*A four- to six-months internship in personnel psychology is encouraged (6 hours); 6 advisor approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.

Psychological Science, Concentration Code MAPS – 36 Hours
This concentration utilizes a research mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest. Grades lower than B may not be used to satisfy requirements in the Research Methods and Statistics Core (PSY 504, 512, 513, & 563), PSY 541, and PSY 662.

Specific Concentration Requirements – 36 hours
  Research Methods, Measurement, and Statistics – 12 hours
    PSY 504 Advanced Research Methods in Psychology (3 hrs)
    PSY 512 Experimental Design and Analysis of Variance (3 hrs)
    PSY 513 Advanced Statistical Analysis (3 hrs)
    PSY 563 Statistics and Psychometric Theory (3 hrs)

Scientific Writing – 6 hours
   PSY 599 Thesis Research and Writing (6 hrs)

Science of Behavior – 3 hours
   PSY 511 Psychology of Learning (3 hrs)

PSY 521 Advanced Child Psychology (3 hrs)
PSY 523 Advanced Topics in Cognition (3 hrs)
PSY 552 Advanced Social Psychology (3 hrs)
PSY 580 Advanced Physiological Psychology (3 hrs)

Ethics – 3 hours
PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum – 3 hours
PSY 662 Practicum in Psychology (3 hrs)

Cognitive Focus Area – 9 hours
PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs)
PSY 523 Advanced Topics in Cognition (3 hrs)
PSY 412G Motivation (3 hrs)
OR PSY 552 Advanced Social Psychology (3 hrs)
OR PSY 580 Advanced Physiological Psychology (3 hrs)
OR PSY 590 Readings of Research in Psychology (3 hrs)

Developmental Focus Area – 9 hours
3-6 hrs required from among the following:
PSY 521 Advanced Child Psychology (3 hrs)
PSY 424G Topics in Developmental Psychology (3 hrs)
PSY 423G Psychology of Adult Life and Aging (3 hrs)
3-6 hrs required from among the following:
PSY 523 Advanced Topics in Cognition (3 hrs)
PSY 552 Advanced Social Psychology (3 hrs)
PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs)
PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)
PSY 590 Readings of Research in Psychology (3 hrs)

Biobehavioral Focus Area – 9 hours
PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs)
PSY 580 Advanced Physiological Psychology (3 hrs)
PSY 411G Sensation and Perception (3 hrs)
OR PSY 483G Evolutionary Psychology (3 hrs)
OR PSY 511 Psychology of Learning (3 hrs)
OR PSY 590 Readings of Research in Psychology (3 hrs)

4.   Rationale for the proposed program change:

• A new Psychological Sciences department was created in Ogden college. Master of Science programs in the areas of industrial/organizational psychology and psychological sciences will be created there, and those concentrations in the current Master of Arts-Psychology program will be eliminated. Only the Clinical concentration for the Master of Arts-Psychology program will remain in the College of Education and Behavioral Sciences, thus eliminating the need for descriptions of core courses and concentrations.

• There are not three concentrations anymore, so the credit hours will not vary from 36-48. The clinical program has 48 credit hours and will remain at that number.

• The specific coursework required for admission was added to ensure that all students entering the program have an appropriate educational background in order to be successful at the master's level.

• Adding the equivalency for the GREs allows for students who took the GRE prior to the change in scoring to be considered for the program. Because this change took place less than five years ago (the length of time ETS retains GRE scores), there are still some applicants who submit GRE test scores with the old scoring system.

• The statement about practicum/internship site requirements was added to maintain ethical integrity. The American Psychological Association's Ethical Principles of Psychologists and Code of Conduct Standard 7.02, Descriptions of Educational and Training Programs, requires that there be an accurate description of the program. As these sorts of requirements have become the norm at many of the placement sites, rather than the exception, we felt it best to address the issue.

• The prefixes for several classes have changed due to the creation of the Department of Psychological Sciences. These classes will be staffed by faculty in the new department and students from the Clinical Psychology program will be allowed to take them.

• The options for Research Methods and Statistics/Psychometrics were added to provide options and flexibility to students during the transitional period as both departments are restructuring things.

5.   **Proposed term for implementation and special provisions (if applicable):** Fall, 2014

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

Department of Psychology	January 17, 2014
CEBS Curriculum Committee	
Graduate Council	
University Senate	

College of Education & Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
(Action Item)

Contact Person: Dr. Carl Myers, carl.myers@wku.edu, 745-4410

1.   **Identification of program:**
        1.1   Current program reference number: 147
        1.2   Current program title: Specialist in Education: School Psychology
        1.3   Credit hours: 67

2.   **Identification of the proposed program changes:**
        • Eliminate the listing of specific undergraduate psychology courses as an admission requirement and replace that with a requirement of 12 hours of psychology coursework.

        • Eliminate PSY 580 (Advanced Physiological Psychology) as a required course and replace it with PSY 625 – Seminar in School Psychology.

        • The course prefix has changed for PSY 521 to PSYS 521, but remains the same course. The new course prefix has been included and an additional course option to PSY 521 (i.e., FACS 577) has been added.

        • Eliminate PSY 563 – Statistics and Psychometric Theory and replace it with a choice between PSY 512 – Experimental Design & Analysis of Variance and EDFN 501 – Educational Statistics.

3.   **Detailed program description:**

Current Program	**Proposed Program**
This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.	This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.
Admission Requirements Applicants should have ~~course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology~~; a minimum score of 142 or equivalent* on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense. *All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS	Admission Requirements **Applicants should have at least 12 semester hours of coursework in psychology**; a minimum score of 142* or equivalent on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense. *All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS

Teacher Admissions web page. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

Current Program   **Proposed Program**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
PSY	510	Advanced Educational Psychology	3		PSY	510	Advanced Educational Psychology	3
PSY	511	Psychology of Learning	3		PSY	511	Psychology of Learning	3
PSY	514	Program Evaluation	3		PSY	514	Program Evaluation	3
PSY	519	Psychological Perspectives on Classroom Behavior	3		PSY	519	Psychological Perspectives on Classroom Behavior	3
~~PSY~~	521	Advanced Child Developmental Psychology	3		**PSYS** **or** **FACS**	521 **577**	Advanced Child Developmental Psychology **Child Development Theory & Research**	3
PSY	540	Behavior Problems of Childhood and Adolescence	3		PSY	540	Behavior Problems of Childhood and Adolescence	3
PSY	541	Professional Issues and Ethics in Psychology	3		PSY	541	Professional Issues and Ethics in Psychology	3
PSY	545	Clinical Child Psychology: Theory and Practice	3		PSY	545	Clinical Child Psychology: Theory and Practice	3
PSY	560	Assessment of Cognitive and Intellectual Functioning	3		PSY	560	Assessment of Cognitive and Intellectual Functioning	3
PSY	561	Advanced Assessment in Educational Settings	3		PSY	561	Advanced Assessment in Educational Settings	3
PSY	562	Practicum in Psychological Assessment	6		PSY	562	Practicum in Psychological Assessment	6
~~PSY~~	~~563~~	~~Statistics and Psychometric Theory~~	3		**PSYS** **or** **EDFN**	**512** **501**	**Experimental Design & Analysis of Variance** **Educational Statistics**	3
~~PSY~~	~~580~~	~~Advanced Physiological Psychology~~	**3**		**PSY**	**625**	**Seminar in School Psychology**	**3**
PSY	592	Internship	6		PSY	592	Internship	6
PSY	641	Theories of Psychotherapy	3		PSY	641	Theories of Psychotherapy	3
PSY	643	Academic Assessment & Intervention	3		PSY	643	Academic Assessment & Intervention	3
PSY	645	Consultation in Educational and Mental Health Settings	3		PSY	645	Consultation in Educational and Mental Health Settings	3
PSY	662	Practicum in Psychology	4		PSY	662	Practicum in Psychology	4

Format effective May 2013

PSY	699	Specialist Project	6		PSY	699	Specialist Project	6
TOTALS		Credit Hours	67		TOTALS		Credit Hours	67

4. Rationale for the proposed program change:

• Listing specific undergraduate psychology courses as an admission requirement impedes non-psychology majors from entering the program. Several times each year, teachers call to inquire about entering the school psychology program but become discouraged when learning that specific psychology courses are required for admission. There are non-psychology undergraduate majors, and particularly teachers, who have skills and experiences that would be valuable to the role of a school psychologist. The current admission requirement discourages otherwise qualified applicants from applying to the program simply because they do not have a specific undergraduate course. The proposed admission requirement of 12 hours of psychology coursework is still equivalent to the current program requirement of the four specific courses, which equates to 12 hours. Entrance into the school psychology program is, and will remain, highly competitive and selective. The proposed program change will simply allow more flexibility in who can be considered for the program.

• The field of school psychology is constantly evolving in response to new accreditation standards (i.e., National Association of School Psychologist's (2010) *Standards for Graduate Preparation of School Psychologists*), new assessment methods in the field, special education regulations, and national and state policy letters. The addition of PSY 625 – Seminar in School Psychology is intended to address any gaps in the program related to the latest school psychology accreditation standards and to serve as a mechanism for keeping students up-to-date with current issues in the field. While PSY 580 – Advanced Physiological Psychology provides relevant and important content for the graduate students, the topic of physiology is not an accreditation requirement. Covering a variety of current issues in the field of school psychology would better address accreditation standards. Furthermore, the addition of the new course will allow the content of the school psychology program to be more flexible and adaptive in the future.

• PSY 521 - Advanced Child Developmental Psychology will remain the same course but change its prefix to PSYS 521, due to the creation of the new Psychological Science department in Ogden College. The course prefix is changed in this proposal to reflect that revision. In addition, FACS 577 - Child Development Theory & Research, has been added as an option for students to take. Course titles and syllabi suggest very similar course content. Given PSYS 521 will be in a new department in a different college, it is unknown how often that course will be offered in the future or if it will be offered at a time that will fit the graduate students' schedules. Thus, it is in the students' best interests for a course option to be available so as not to impede their progression through the program.

• Regarding the deletion of PSY 563: The school psychology program is nationally accredited and one of the standards includes an emphasis on statistics. While PSY 563 – Statistics and Psychometric Theory obviously includes statistics, the course objective from the syllabi states the course is "designed to cover both theories and techniques of psychological measurement." The focus on measurement, as illustrated by several of the specific course topics listed in the syllabi (e.g., classical test theory, item writing, item types, item analysis, item bias, item response theory, computer adaptive testing), does not provide enough emphasis on basic statistics necessary for the students. Either one of the two courses listed to replace PSY 563 (i.e., EDFN 501 – Educational Statistics, PSYS 512 – Experimental Design & Analysis of Variance) will cover statistics more directly.

5. **Proposed term for implementation and special provisions (if applicable):**
The change of required courses would begin the 2014-15 school year. Students that started in the school psychology program this year (2013-14) would have already taken PSY 563 but not PSY 580. They will be allowed to use PSY 563 but asked to modify their Form B/Cs and take PSY 625 instead of PSY 580.

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

Department of Psychology   January 17, 2014

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____