CEBS CURRICULUM COMMITTEE
3:00 pm – October 2, 2012
GRH 3073

I.   Approval of Minutes of the September 4, 2012 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**

        From the School of Teacher Education

        1.   Revise Course Prerequisites – LME 592, Internship in LME
        2.   Create a New Course – LME 589, Field Experience in Library Media Education
        3.   Create a New Course – SPED 595, Advanced Preparation Capstone
        4.   Revise a Program – 083, Library Media Education
        5.   Revise a Program – 0428, Master of Science in Instructional Design

III.   **Other Business**

        --Report from the Alternate Admissions Subcommittee

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

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: LME 592
   1.2   Course title: Internship in LME
   1.3   Credit hours: 3 hours

2. **Current prerequisites:**
   Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy; and admission to professional education

3. **Proposed prerequisites:**
   Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; and admission to professional education

4. **Rationale for the revision of prerequisites/corequisites/special requirements:**
   LME 589 Field Experience in Library Media Education is being added to the program for students seeking initial teaching certification. LME 589 meets the new state requirements for 200 hours of field work prior to the LME 592 Internship in LME course. For this reason, it is necessary to add LME 589 to the pre-requisites for LME 592.

5. **Effect on completion of major/minor sequence:**
   The course does not add hours to the program. Students requiring LME 589 course will take it as one of their program electives. Students seeking initial certification in LME are already required to take LME 592, which is their capstone course.

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

7. **Dates of prior committee approvals:**
   School of Teacher Education: 09/14/2012

   CEBS Curriculum Committee   _____

   Professional Education Council   _____

   Graduate Council   _____

   University Senate   _____

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

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1.   Identification of proposed course:
       1.1   Course prefix (subject area) and number: LME 589
       1.2   Course title: Field Experience in Library Media Education
       1.3   Abbreviated course title: Field Exp LME
       1.4   Credit hours and contact hours: 3.0
       1.5   Type of course: P
       1.6   Prerequisites: Permission of the instructor; admission to professional education
       1.7   Course catalog listing: Field experience in an appropriate setting under
               supervision of a certified library media specialist for LME students seeking initial
               Kentucky teaching certification in school library media at the graduate level.

2.   Rationale:
       2.1   Reason for developing the proposed course: Students who seek school library
               certification but do not have prior teaching certification must complete 200 field
               experience hours prior to student teaching. The proposed LME 589 course will
               allow the Library Media Education (LME) faculty to better meet the needs of
               initial certification students and provide the required field hours mandated by the
               Education Professional Standards Board (EPSB). The EPSB has recently
               increased the number of required field hours prior to the student teaching
               experience, so the proposed course is an effort to address and document this new
               requirement. This course will be a requirement for students who do not have
               teacher certification and who are seeking initial certification in LME.
       2.2   Projected enrollment in the proposed course: Based on past enrollments of
               students seeking initial certification via the LME Master's degree, we expect less
               than 5 students per academic year. These students will be managed by existing
               staff and school partners in manner similar to the LME practicum class.
       2.3   Relationship of the proposed course to courses now offered by the department:
               This course will resemble the LME 590 Practicum course, but will not be the
               capstone course. The course design will allow for an extended experience in the
               field meeting the requirements of the Commonwealth of Kentucky for a 200-hour
               field experience prior to the LME 592 Internship in LME course. While
               Exceptional Education (EXED 590), Interdisciplinary Early Childhood Education
               (IECE 524), Literacy (LTCY 695), and Middle Grades Education (EDU 590) are
               practicum courses at the graduate level, they are specific to a professional area,
               and none requires completion of 200 hours of field experience.
       2.4   Relationship of the proposed course to courses offered in other departments:
               Programs in Educational Administration and Leadership (EDAD 598),

Counseling and Student Affairs (CNS 590, CNS 591), Psychology (PSY 662), and many other disciplines offer practicum courses specific to a professional area. However, these courses do not provide an option for the initial certification of Library Media Education students and do not require completion of 200 hours of field experience.

2.5 Relationship of the proposed course to courses offered in other institutions: Murray State University (LIB 621), and Eastern Kentucky University (LIB 870) offer practicum courses for students in Library Media Education graduate degree or Rank I programs, but not as part of initial certification at the master's degree level and do not include 200 hours of field experience required by the Commonwealth of Kentucky for initial certification. It is necessary for the LME program to develop this course because currently it is the only program in the state providing initial certification in LME to students without prior teacher certification.

3. Discussion of proposed course:

3.1 Course objectives: At the conclusion of the course, students will be able to
- Apply knowledge and skills in library media education to experiences in a supervised internship setting,
- Demonstrate teaching and student management competencies expected of a beginning teacher,
- Plan and carry out activities in each of the five standards areas of the American Association of School Librarians standards (AASL).
- Apply knowledge of the Library Media Education field to develop a Professional Planning Document based on AASL standards

3.2 Content outline:
Overview of the Field Hour Experience
    Expectations of Internship activities
    Expectations of cooperating media specialists
Completion of required forms and field reflections
Overview of Instructional Practices in the Library
Overview of Models of Student Behavior Management in the Library
Overview of the Professional Planning Document Process
    Overview of Professional Planning Document and Concept of Reflective Practice
    Review of AASL Professional Standards
    Review of Portfolio Planning Document Instructions and Rubric

3.3 Student expectations and requirements:
    Complete and pass course assignments
    Document a minimum of 200 hours of field experience activity
    Complete other assignments related to AASL program standards, instruction in the library, and student behavior management

3.4 Tentative texts and course materials:
American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Association of School Librarians. American Library Association.

Intellectual freedom statements and policies. Retrieved from
http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm

American Association of School Librarians (2009). *Position statements.* Retrieved from
http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstate
ments.cfm

Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 2: From
Library-focused to information-focused. *School Library Media Activities
Monthly*. 25(9), 22-26.

Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 3: From
access measured to evaluation-measured. *School Library Media Activities
Monthly*. 25(10), 25-28.

Erikson, R. & Markuson, C. (2009). *Designing a school library media center for the
future*. (2nd Ed.). Chicago: ALA Editions.

Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65
(8), 36-41.

Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning
specialist. *School Library Media Activities Monthly*. 24(8), 42-47.

4.   **Resources:**
   4.1   Library resources: No additional library resources required
   4.2   Computer resources: No additional computer resources required

5.   **Budget implications:**
   5.1   Proposed method of staffing: As enrollment will be minimal, students will be
          managed by existing staff and school partners in manner similar to the LME
          practicum class.
   5.2   Special equipment needed: None needed
   5.3   Expendable materials needed: None needed
   5.4   Laboratory materials needed: None needed

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

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

School of Teacher Education: 09/14/2012

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

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

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

1. Identification of proposed course
      1.1   Course prefix (subject area) and number: SPED 595
      1.2   Course title: Advanced Preparation Capstone
      1.3   Abbreviated course title: Advanced Prep Cap
      1.4   Credit hours: 3
      1.5   Schedule type: N
      1.6   Prerequisites: Passing score on required Praxis II exams for Kentucky LBD or
               MSD certification (appropriate to student's program) prior to enrolling; and
               instructor permission.
      1.7   Course description:
               A capstone course in Special Education for advanced candidates seeking an
               additional teacher certification area. Practice in implementing instructional skills
               and procedures. Field observation hours required. Fee may apply.

2. Rationale
      2.1   Reason for developing the proposed course:
               Previously, all graduate students in Learning and Behavior Disorders (LBD)
               programs, both initial certification and advanced certification, took EXED 590-
               Advanced Internship in Special Education. Beginning September, 2012,
               Kentucky's Education Professional Standards Board (EPSB) set new guidelines
               for initial certification teacher education programs. These guidelines include
               specific demands for initial certification students in a supervised field placement
               with specific parameters that are appropriate for the current course, SPED 590.
               Those parameters are not appropriate for the advanced certification student who
               has completed a teacher education program including student teaching and holds
               a valid teaching certificate.   The needs of these two groups of students are
               significantly different enough to warrant separation of the two. To meet advanced
               certification students' needs, the proposed course, SPED 595-Advanced
               Preparation Capstone, has been developed as a temporary course, which allowed
               faculty to meet the EPSB effective dates of Fall 2012. The purpose of this
               proposal is to make the official program change in the advanced certification
               program. The proposed course is designed to be taken by students in both the
               LBD program and the Moderate/Severe Disabilities (MSD) program.
      2.2   Projected enrollment in the proposed course: 25 per offering, based on average
               program enrollment of last four years.
      2.3   Relationship of the proposed course to courses offered by the department:
               Other programs have capstone courses (TCHL 560: Action Research Capstone for

Teacher Leaders; GTE 538: Practicum for Teachers of Gifted Students; LTCY 695: Internship in Literacy Supervision), but none will meet the needs of advanced certification students in the content areas of Learning and Behavior Disorders (LBD) or Moderate and Severe (MSD) with the skills and knowledge in the respective content areas. This course is planned to be the capstone course for teachers who already hold a valid teaching certificate and are completing their course of study for certification to teach P-12 LBD or P-12, MSD students.

2.4   Relationship of the proposed course to courses offered in other departments: Several programs offer capstone courses; some examples are: CD 590: Clinical Internship; PSY 592: Psychology Internship; PSY 662: Practicum-Field Placement; CNS 590 or 591: Practicum in Counseling; and CNS 595: Internship in Career Counseling. No courses in other departments focus specifically on a field-based experience for previously certified P-12 teachers in need of advanced skills and knowledge in the area of LBD or MSD content.

2.5   Relationship of the proposed course to courses offered in other institutions: A special education capstone course is a typical offering found in both benchmark universities as well as other Kentucky universities. Field-based experience is a necessary component of similar programs; this is apparent as indicated by the examples below.

Benchmark Universities	SPED LBD Language Intervention
Northern Kentucky University	EDS 588: Professional Laboratory Experiences
Towson University	SPED 741: Internship & Portfolio Development
Indiana State University	ELED 678: Teacher as Reflective Practitioner
Northern Arizona University	DIS 608: Fieldwork Experience
Kentucky Universities	
EKU	ETL 804: Teacher Leader Capstone
UK	EDS 632: Advanced Practicum in Moderate and Severe Disabilities
Morehead	EDTL 690: Teacher Leader Capstone

3. **Discussion of proposed course**

3.1   Course objectives: This course is designed as a capstone experience through field observations for previously certified teachers who are adding LBD or MSD certification.

At the conclusion of this course, students will be able to exhibit the following learning outcomes:

- Plan and execute lesson plans for students with disabilities; reflect on those practices
- Link K-12 LBD or MSD student outcomes to instructional practice using WKU Teacher Work Sample.
- Reflect on skills and knowledge mastered in course work while observing/teaching in a special education setting.
- Develop a Professional Growth Plan (PGP) citing areas of strength and creating goals for professional development in order to strengthen skills for teaching students with LBD or MSD.

3.2   Content outline:

- Teacher roles, dispositions, practices, program descriptions, and evaluations for both general education and special education.
- Universal Design for Learning Framework to lesson development and use with the WKU Teacher Work Sample
- Theory supporting inclusion practices including co-teaching models
- Professional Development Plan encompassing the CEC Standard 5: Advance their knowledge and skills regarding the education of individuals with exceptionalities
- The grading process for exceptional learners (the fair, accurate, and legal way to adapt current practices)
- IDEA requirements for an Individual Educational Plan (IEP).

3.3   Student expectations and requirements: Student learning will be evaluated based on a combination of papers, projects, and performance in supervised field experiences.

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

4. Resources:

4.1   Library resources: Existing library resources are sufficient.
4.2   Computer resources: Existing electronic resources are sufficient.

5. Budget Implications:

5.1   Proposed method of staffing: Current staffing is adequate at the present time. There will be no additional students for this course. The same students who will take this course would have previously taken SPED 590 and the same instructor and practitioners who teach and supervise in SPED 590 will teach and supervise in SPED 595. Therefore, no additional staffing is required for this course.
5.2   Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate.
5.3   Expendable materials needed: Current resources are adequate.
5.4   Laboratory materials needed: Current resources are adequate.

6. Proposed term for implementation: Spring 2013

7. Dates of prior committee approvals:

School of Teacher Education	<u>9/14/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1. **Identification of program:**
  1.1 Current program reference number: 083
  1.2 Current program title: Library Media Education
  1.3 Credit hours: 30 (plus research tool)

2. **Identification of the proposed program changes:**
  - Add LME 589 Field Hours in Library Media Education for initial teaching certification
  - Revise program admission requirements to reflect new GRE scores
  - Revise wording for clarity and alignment with catalog description

3. **Detailed program description:**

Current Program	Proposed Program
The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.	**Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/lme.**
	The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.
Program Description: The Master of Science degree is a 30-33 hour program. A fifteen-hour core of courses is required plus a research tool. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.	**The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both**
Library Media Specialist Concentration: The LMS concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in	

college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.

Requirements for the MS Degree in LME LMS Concentration:

The Master of Science in Library Media Education LMS Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and a research course/tool for a total of 30-33 hours. Eighteen hours of Library Media Education coursework is required with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).

Master of Science Core Courses:
Fifteen semester hours are specified core courses:
LME 501 Program Organization and Administration (3 hours)
LME 512 Issues in Library Media Education (3 hours)
LME 535 Survey of Educational Technology Practices (3 hours) (Note: Prerequisite for LME 537)
LME 537 Principles of Educational Technology
Applications (3 hours) (Prerequisite: Completion of LME 535.)
LME 590 Practicum (3 hours) (for students with prior Kentucky teaching certification) OR LME 592 Internship in LME (3 hours) (for students without prior Kentucky teaching certification.)
(Prerequisites for LME 590 and LME 592: Permission of the instructor; completion of 24 hours of course work including LME 501, 512,

may be used for the Kentucky Rank II or Rank I salary levels.

Admission Requirements:
Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations.

Admission requirements:
- **Submission of graduate application to Graduate Studies**
- ***GAP (GRE V+Q score PLUS the undergraduate GPA multiplied by 100) score of 600 or higher and 139 minimum scores on both the Verbal and Quantitative sections. *GRE Analytical Writing score of 3.5 or higher**
- **Submission of official transcripts of all college work**
- **Submission of copy of teaching certificate for students seeking advanced certification or Rank change**

*Applicants with an earned master's degree AND a teaching certificate may be admitted without a qualifying GRE/GAP score.

Additional Admission Requirements for Students Seeking Initial Certification:

Students who do not have teacher certification and are seeking initial certification in LME must meet all admission requirements and have a 2.75 overall GPA or a 3.0 in the last 30 hours of coursework. Students are expected to apply for admission to professional education within the first semester of admission to the LME program and complete all professional education admission requirements, including a qualifying score on the GRE or PPST.

535, and 537; admission to candidacy; and admission to professional education.)

Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent.

LME 590 Practicum: The LME 590 Practicum course is the capstone experience required for students with prior Kentucky teaching certification.

LME 592 Internship in LME: The LME 592 Internship course is the capstone experience required for students without prior Kentucky teaching certification.

Transfer Credit: No more than 12 hours of previous equivalent graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU may be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed. Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.

Library Media Specialist Certification: In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:

Library Media Specialist Professional Specialization (12 hrs. required):

Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/teacherservices/.

Degree Requirements--30 hours plus a research tool

The Master of Science in Library Media Education requires a minimum of 30 hours, including the required core and program concentration, plus a research tool.

Required Core--15 hours
LME 501 Program Organization and Administration (3 hours)
LME 512 Issues in Library Media Education (3 hours)
*LME 535 Survey of Educational Technology Practices (3 hours)
**LME 537 Principles of Educational Technology Applications (3 hours)
***LME 590 Practicum (3 hours) (for students with prior teaching certification)
OR
****LME 592 Internship in LME (3 hours) (for students without prior teaching certification.)
* Prerequisite for LME 537
**Prerequisite: LME 535. Transfer credit is not accepted for LME 537.
***Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy
****Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, **and 589;** admission to candidacy; **admission to professional education**

Research Tool
The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional

LME 502 Collection Management (3 hours)
LME 506 Classification and Cataloging (3 hours)
LME 508 Information Sources and Services (3 hours)
Select one of the following courses
LME 518 Advanced Children's Literature (3 hours)
OR
LME 527 Advanced Young Adult Literature (3 hours)
Elective Courses (Minimum of 3 hrs.):
Appropriate LME courses or courses outside of LME may be selected with advisor approval.

Certification Examination (PRAXIS II):
While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Educational Technology Concentration: The Educational Technology Concentration prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of
employees in the use of technology, and who are certified teachers that are educational technology specialists in P-12 settings.
Certified teachers may obtain the Instructional Computer Technology
Endorsement P-12 through the Educational Technology Concentration.

The Educational Technology Concentration of the Master of Science in Library Media Education prepares professionals who work with training and development specialists to incorporate technology into instruction or training, who serve as trainers of employees in the use of technology, or who are certified

Education, or advisor-approved equivalent.

The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals.

Capstone Courses
The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification.

Transfer Credit
Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.

Concentrations
For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology:

- **Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.**
- **Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.**

Concentration in Library Media (LMLM)

teachers who wish to be educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking certification may obtain the Educational Technology Certificate, which is listed on the university transcript.

Students in the Educational Technology Concentration must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours plus a research tool. Eighteen hours are required in Library Media Education courses, including 15-hours in core courses.

Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).

Core Courses: Fifteen semester hours are specified core courses:
LME 501 Program Organization and Administration (3 hours)
LME 512 Issues in Library Media Education (3 hours)
LME 535 Survey of Educational Technology Practices (3 hours) (Prerequisite for LME 537)
LME 537 Principles of Educational Technology Applications (3 hours) (Prerequisite: Completion of LME 535.)
LME 590 Practicum (3 hours) (Prerequisites: Course Capstone requirement; Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)

The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.

The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement.

Professional specialization – 15 hours
In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:
Library Media Specialist Professional Specialization--12 hours
LME 502 Collection Management
LME 506 Classification and Cataloging
LME 508 Information Sources and Services
Select one of the following courses:
LME 518 Advanced Children's Literature (3 hours)
LME 527 Advanced Young Adult Literature (3 hours)
Electives--3 hours
Appropriate LME courses or courses outside of LME may be selected with advisor approval.
Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3 hour elective to satisfy requirements set by the Kentucky

Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or equivalent with advisor approval.

Specialization: (12 hrs required):
Select four of the following courses:
LME 545 Educational Technology Production (3 hours)
LME 547 Integration of Educational (3 hours)
LME 550 Emerging Technology in Education (3 hours) (Prerequisite: LME 537)
LME 737 Educational Technology Leadership (3 hours)
LME 509 Investigations in Educational Technology (3 hours)
and
Elective Courses (Minimum of 3 hrs.):
Appropriate LME courses or courses outside of LME may be selected with advisor approval.

Transfer Credit: No more than 12 hours of previous graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU can be
used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed.
Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications
because it requires development and implementation of an instructional design project that is a foundational component of the LME 590 Practicum.

The Capstone Courses
The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the

Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course.

Certification Examination
While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the *PRAXIS II Subject Assessments-Library Media Specialist* for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Requirements for Initial Certification with the Master of Science in Library Media Education

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.

Concentration in Educational Technology (LMET)
The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the

practicum or internship courses. There are two capstone courses. LME 590 for students with prior Kentucky teaching certification and LME 592 for students without prior KY teaching certification.	**Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate.** **Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool.** Educational Technology Professional Specialization--9 hours Selected from the following courses: LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours) LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours) LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours) LME 519 Special Topics (3 hours) Electives_6 hours Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

4. **Rationale for the proposed program change:** The program revisions proposed are required by the Kentucky Educational Standards Board and WKU Graduate Studies and Research. The Kentucky Educational Standards Board requires a pre-practicum field experience of 200 hours. Graduate Studies and Research requires programs to revise their programs to reflect the new GRE exam.

- The proposal to add LME 589 Field Experience in Library Media Education for initial teaching certification meets the new state requirements for 200 hours of field experience prior to LME 592 Internship in LME.
- The proposal to revise program admission requirements to reflect new GRE scores is required by WKU Graduate Studies and Research.

- Revision of wording in the program is for the purposes of adding clarity and aligning the official program description with the catalog description.

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

Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education: 09/14/2012

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

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

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

1.   **Identification of program:**
   1.1   Current program reference number: 0428
   1.2   Current program title: Master of Science in Instructional Design
   1.3   Credit hours: 30

2.   **Identification of the proposed program changes:**
   Revision of admission policy

3.   **Detailed program description:**

Current ID Program Admission Policy	Proposed ID Program Admission Policy

pplicants to the MS in ID program must qualify for admission through one of the following three admission options.
 1.   Admission based on scores for the GRE or GMAT requires one of the following:
 (a) Admission with GRE- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.
 (b) Admission with GMAT- The required GAP score based on the GMAT score is 1020 (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.
 2.   Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:
 (a) Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 2.75 or least a 2.75 GPA **on** their last
	Note: The admission option based on successful completion of previous master's degree was moved to be the first option.
	
	 Applicants to the MS in ID program must qualify for admission through one of the following three admission options.
	 1. Admission based on a previously completed master's degree requires the following: Admission may be **recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned** an overall graduate GPA of 3.0 or higher.
	 2. Admission based on scores for the GRE or GMAT requires one of the following:
	 (a) Admission with GRE
	     i. **Scores prior to August 2011**- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.
	     ii. **Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal +**

60 hours of **appropriate** undergraduate credit for the degree.

(b) The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:

   i.   A letter of application that **explains why the applicant should be admitted** without a GRE or GMAT score.

   ii.   A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.

   iii.   A current vita.

   iv.   At least two letters of recommendation:

     A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design.

     B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.

   v.   At least a 3-page paper that indicates the applicant's analytical writing ability.

The admission decision by program faculty under this **option is** based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.

3.   Admission based on a previously completed master's degree requires the following:

(a) Admission may be granted for applicants who hold a master's degree or higher with an overall graduate GPA of 3.0 or higher from a regionally-accredited institution.

Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required.

(b) Admission with GMAT- The required GAP score based on the GMAT score is **1050** (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.

3.   Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:

(a) Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of **3.0** or least a **3.2** GPA **in** their last 60 hours of undergraduate credit for the degree.

(b) The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:

   i.   A letter of application that **provides a rationale for admission** without a GRE or GMAT score.

   ii.   A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.

   iii.   A current vita.

   iv.   At least two letters of recommendation:

     A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design.

     B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.

   v.   At least a 3-page paper that indicates the applicant's analytical writing ability.

The admission decision by program faculty under this **alternative will be** based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of

	instructional design.

4.   **Rationale for the proposed program change:**
The admission policy is being proposed for revision to align it with the new Graduate Studies and Research admission requirements. Applicants for the ID program are a heterogeneous group, so the admission alternatives have been developed to allow individuals with a wide variety of educational and work backgrounds to demonstrate their potential to be successful in the program.

5.   **Proposed term for implementation and special provisions (if applicable):**
January 2013

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

School of Teacher Education   9/14/2012

CEBS Curriculum Committee   _____

Graduate Curriculum Committee   _____

University Senate   _____

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 09/17/12

SUBJECT: Report from the Alternate Admission Subcommittee

   Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee recently conducted individual reviews of two applications for alternate admission. The first was an application from M. C. for admission to the MAE in Interdisciplinary Early Childhood Education, and the second was from C. R. for admission to the MAE in Adult Education. Four of five members reviewed M. C.'s application, and all recommended unconditional admission. Three of five members reviewed C. R.'s application, and all recommended unconditional admission.

   Subcommittee members reviewed the applications using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. I have returned both alternate admission applications to Graduate Studies with the recommendations indicated.