

CEBS CURRICULUM COMMITTEE
3:00 pm – October 7, 2014
GRH 3073

I. Approval of Minutes of the September 2, 2014 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Create a New Course – EDU 490, International Student Teaching

Educational Administration, Leadership and Research

1. Revise a Program – 0010, Doctor of Education (EdD) (Educational Leadership

III. **Other Business**

•CEBS Academic Complaint Committee

Proposal Date: Sept. 5, 2014

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

Contact Person: Fred Carter Fred.carter@wku.edu & Janet Applin, janet.applin@wku.edu, 5-4014

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 490
- 1.2 Course title: International Student Teaching
- 1.3 Abbreviated course title: International Student Teaching
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or no)
- 1.5 Grade type: Pass/Fail
- 1.6 Prerequisites/corequisites: All professional education courses must be completed including the 3 credit hour Student Teaching Seminar and 10 credit hours of student teaching; a minimum overall GPA of 3.0; a completed and submitted Study Abroad application with a letter of interest, two letters of recommendation from WKU faculty members to the Director of Teacher Services, and a completed successful interview with the faculty selection team.
- 1.7 Course description: This course is part of the professional semester and is an elective taken during the senior year after successfully completing 12 weeks of stateside student teaching. Students will teach classes as assigned, serve as teacher assistants, observe, and teach English as appropriate in various international classrooms for four (4) weeks.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will allow teacher services and the School of Teacher Education to provide one course for each international student teaching location. Prior to a temporary course being offered in Fall 2014, there were separate course sections for each individual student teaching area (Elementary Education, Special Education, Interdisciplinary Early Childhood Education, Middle Grades Education, and Secondary Education) and each individual international location. For example, in Spring 2014, there were 43 separate sections of Student Teaching for international student teaching. Creating this course will allow one section for each international location as opposed to one section for each location for each area of student teaching and cut down the number of sections to 8 from 43. In addition, in light of security concerns, fewer numbers of sections will allow international studies to locate specific students more efficiently in the event of emergency situations. This course has been requested by the Center for International Studies to allow more efficient scheduling and monitoring of student enrollment in these courses.
- 2.2 Projected enrollment in the proposed course: In fall 2014, twenty-four (24) students are enrolled in the temporary EDU 490. In spring 2013, 57 student teachers completed international student teaching. Based on these numbers, we estimate 20 to 60 students each term with spring terms traditionally yielding larger groups of student teachers.

- 2.3 Relationship of the proposed course to courses now offered by the department: Student teaching courses are only offered by the College of Education and Behavioral Sciences through the School of Teacher Education and Teacher Services.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other student teaching courses offered in other academic units leading to recommendation for Kentucky Teacher Certification.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All of WKU's benchmark institutions offering teacher preparation and recommendations for Kentucky Teacher Certification are mandated to provide a professional semester in which student teaching is completed. WKU is the leader however, when it comes to international experiences in student teaching. The KY Education Professional Standards Board has supported WKU's international student teaching program and has held it up as a model for other institutions. As a comparison, in spring 2014, the University of Kentucky had 10 student teachers complete an international experience and Northern Kentucky University had 3 student teachers complete an international experience. This is compared to WKU's 24 and 57 students respectively. Other institutions seeking to expand their international student teaching programs have modeled WKU's processes and procedures.

3. Discussion of proposed course:

- 3.1 Schedule type: T
- 3.2 Learning Outcomes: In concordance with the university's vision of being an, "A Leading American University with International Reach," and the CEBS mission of, "Empowering individuals to lead and serve in our dynamic world" , the CEBS International Committee develops and facilitates international experiences through programs and activities. These activities are dynamic in nature and change depending on the current cultural environment and international location. The activities foster growth for CEBS students and faculty resulting in a deeper global awareness and appreciation of diversity within our global society.
- 3.3 Content Outline: Students experiencing student teaching abroad will:
 - Attend and participate in two seminars for International Student Teaching in preparation for the experience.
 - Cooperate with the host contact person to meet and fulfill teaching requirements.
- 3.4 Student expectations and requirements – Students will:
 - Research chosen international location prior to departure.
 - Demonstrate knowledge through their pre-travel interviews of the Teacher Services and WKU Study Abroad policies and procedures for international study.
 - Submit a weekly blog or email to the Director of Teacher Services
 - Document experiences through photographs and/or videotapes of teaching sessions if allowed by the host educators
 - Participate in de-briefing with the Director of Teacher Services upon return to WKU.

3.5 Tentative texts and course materials: No texts are required, however, student must research their chosen international location on the web prior to departure and thoroughly review the Teacher Services website for international student teaching policies and procedures as well as the WKU Study Abroad Offices.

4. Resources:

- 4.1 Library resources: Current Library Resources are Adequate
- 4.2 Computer resources: Current Computer Resources are Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: The Director of Teacher Services is listed as instructor on all Student Teaching courses in the college. This is the traditional practice and will be continued with this international student teaching course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

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| School of Teacher Education | Sept. 12 2014 |
| CEBS Curriculum Committee | |
| Professional Education Council | |
| Undergraduate Curriculum Committee | |
| University Senate | |

**Revise a Program
(Action)**

Date: 9/18/2014

College: College of Education & Behavioral Sciences

Department: Educational Leadership Doctoral Program

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

1. Identification of program:

1.1 Reference number: 0010

1.2 Program title: Doctor of Education (EdD) (Educational Leadership)

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: Establish core courses in some program specializations.

2.4 other: Update terms (“strand” changed to “specialization”) and course titles. Clean up degree requirements description for clarity.

3. Detailed program description:

| Existing Program | Revised Program |
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| <p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate’s field of practice and be applicable for improving educational organizations.</p> | <p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate’s field of practice and be applicable for improving educational organizations.</p> |

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| <p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> • encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors; • provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices; • models interdisciplinary and inter-institutional collaboration through the program’s management and accountability structures; • provides participants with leadership capacity to bring about changes that enhance student learning; and • provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness. <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean’s Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization 3. Completed application 4. Current (within 1 year of application deadline) resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of | <p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> • encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors; • provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices; • models interdisciplinary and inter-institutional collaboration through the program’s management and accountability structures; • provides participants with leadership capacity to bring about changes that enhance student learning; and • provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness. <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean’s Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization 3. Completed application 4. Current (within 1 year of application deadline) resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of |
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| <p>application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program</p> <p>7. Official GRE scores that meet the minimum GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred. (Note: The WKU Ed.D. program uses the master's or other graduate degree GPA for GAP calculation.)</p> <p>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum</p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <p>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction</p> <p>2. Evidence of adequate financial resources</p> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p> <p>Degree Requirements The program consists of 60 hours beyond a master's or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, c) 21-24 hours of coursework related to the student's program strand (see below) and dissertation topic, d) 6 hours of job-embedded internship, and e) 9-12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand outcomes; and 2) propose, complete, and</p> | <p>application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program</p> <p>7. Official GRE scores that meet the minimum GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred. (Note: The WKU Ed.D. program uses the master's or other graduate degree GPA for GAP calculation.)</p> <p>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum</p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <p>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction</p> <p>2. Evidence of adequate financial resources</p> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p> <p>Degree Requirements The program consists of 60 hours beyond a master's or other graduate degree. The program includes the following core coursework:</p> <ul style="list-style-type: none"> • Orientation seminar course (3 hours) • Core leadership courses (9 hours) • Core research and statistics courses (9 hours) • Job-embedded internship (6 hours) • Dissertation (9-12 hours) <p>Additionally, students complete 21-24 hours of coursework related to their program strand specialization.</p> <p>Each student's academic background and professional experiences will be assessed at the time of admission, and students may be</p> |
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successfully defend a dissertation.

CORE COURSES

EDLD 702 Orientation to Doctoral Studies (3 hours) - taken during the first semester after admission to the program

Leadership courses (9 hours)

EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours)

EDLD 720 Leadership II – Individual and Group Issues in Leadership (3 hours)

EDLD 730 Leadership III – Leading the Organization (3 hours)

Research courses (9 hours)

EDLD 712 Research Methods and Design for Educational Leaders (3 hours)

EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)

EDLD 732 Program Evaluation for Educational Leaders (3 hours)

Internship course (1-3 hours per course enrollment for a total of 6 hours)

EDLD 798 Internship in Administration and Supervision (3 hours)

Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)

EDLD 799 Dissertation*

**Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.*

PROGRAM STRAND COURSES

The specific selection of program strand courses for a student’s program will be based on an evaluation of the candidate’s background and strengths, as well as on the candidate’s professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands:

- P-12 Administrative Leadership – designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;
- Teacher Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles

allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements.

To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand **specialization** outcomes; and 2) propose, complete, and successfully defend a dissertation.

CORE COURSES

EDLD 702 ~~Orientation to Doctoral Studies~~ **Educational Leadership Doctoral Program Orientation** (3 hours) - taken during the first semester after admission to the program

Leadership courses (9 hours)

EDLD 710 ~~Leadership I~~ – Leadership Theories and Ethics (3 hours)

EDLD 720 ~~Leadership II~~ – Individual and Group Issues in Leadership (3 hours)

EDLD 730 ~~Leadership III~~ – Leading the Organization (3 hours)

Research courses (9 hours)

EDLD 712 Research Methods and Design for Educational Leaders (3 hours)

EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)

EDLD 732 Program Evaluation for Educational Leaders (3 hours)

Internship course (1-3 hours per course enrollment for a total of 6 hours)

EDLD 798 ~~Internship in Administration and Supervision~~ **Educational Leadership Doctoral Program Internship** (3 hours)

Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)

EDLD 799 Dissertation **Research***

**Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.*

PROGRAM STRAND SPECIALIZATION COURSES (21-24 hours)

The specific selection of program strand **specialization** courses for a student’s program will be based on an evaluation of the

related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;

- Postsecondary Education Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or
- Organizational Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.

More information may be found at:
<http://www.wku.edu/cebs/doctorate/>

~~candidate's background and strengths, as well as on the candidate's professional objectives and needs.~~ With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands specializations:

P-12 Administrative Leadership courses (21-24) –designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;
EDAD 707 Educational Leadership Policies and Politics (3 hours)
Advisor Approved Electives (18-21 hours)

Teacher Leadership courses (21-24 hours) – designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;
Advisor Approved Electives (21-24 hours)

Postsecondary Education Leadership courses (21-24 hours) –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or
EDFN 675 Higher Education in America (3 hours)
EDFN 685 Issues in Higher Education (3 hours)
Advisor Approved Electives (15-18 hours)

Organizational Leadership courses (21-24 hours) –designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.
BA 751 Strategic Leadership (3 hours)
BA 752 Leading Innovation, Creativity and Change (3 hours)
Advisor Approved Electives (15-18 hours)

More information may be found at:
<http://www.wku.edu/cebs/doctorate/>

CEBS College Complaint Committee – 2014-2015

CNS – Monica Burke
STE – Gail Kirby
EALR – Open
PSY – Libby Jones
MIL – Open

University Academic Complaint Committee – As elected through votes on Sept. 19, 2013

Faculty Members - Loretia Dye – CEBS/CNS
Jennifer Mize-Smith – PCAL/Communication

Faculty Alternates - Thomas Noser – GFCB/Economics
Jan Brockman – Academic Support/S. Campus

Student Member - Tanay Lawson (CEBS/CNS)

Student Alternate - Anthony Gross