CEBS CURRICULUM COMMITTEE
3:00 pm – April 3, 2007
Dean's Conference Room

I.   Approval of Minutes of the March 6, 2007, CEBS Curriculum Committee
        (These can be found on the CEBS Web Page under Current Events.)

II.   **New Business**

        From the Department of Educational Administration, Leadership and Research

        1.   Make Multiple Revisions to a Course – EDFN 685, Academic Problems in Higher Education
        2.   Create a New Course – EDAD 707, Educational leadership Policies and Politics
        3.   Create a New Course – EDAD 708, Acquiring, Managing and Utilizing Fiscal Resources in Districts
                and Systems
        4.   Create a New Course – EDAD 710, School Leadership and Technology Planning for School
                Improvement

        From the Department of Special Instructional Programs

        1.   Create a New Course – IED 703, Equity Pedagogy and Issues of Diversity
        2.   Create a New Course - IED 704, Leadership and the Ethics of Teaching
        3.   Create a New Course – LME 737, Educational Technology Leadership
        4.   Create a New Course – IECE 491, Practicum in Interdisciplinary Early Childhood Education
        5.   Create a New Course – IECE 489, Practicum Seminar in Interdisciplinary Early Childhood Education
        6.   Revise a Program – IECE 526, Interdisciplinary Early Childhood Education

        From the Department of Curriculum and Instruction

        1.   Create a New Course – EDU 701, Teacher leadership/Assessment I
        2.   Create a New Course – EDU 702, Teacher Leadership and Assessment II

III.   Other Business

        1.   Report from Alternate Admissions Subcommittee

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Ric Keaster, ric.keaster@wku.edu, 745-7088

1.   Identification of course:

      1.1   Current course prefix (subject area) and number: EDFN 685
      1.2   Course title: Academic Problems in Higher Education
      1.3   Credit hours: 3

2.   Revise course title:

      2.1   Current course title: Academic Problems in Higher Education
      2.2   Proposed course title: Issues in Higher Education
      2.3   Proposed abbreviated title: Issues in Higher Ed
      2.4   Rationale for revision of course title: Course will be broadened in scope   to encompass issues across the college/university, not just focused on academic or curricular problems alone. Current course has not been offered for at least 10 years and is not likely to be offered in the future. Revised course will be offered as part of the proposed Ed.D. program.

3.   Revise course prerequisites/corequisites/special requirements:

      3.1   Current prerequisites/corequisites/special requirements: Prerequisite - EDFN 675, or permission of instructor.
      3.2   Proposed prerequisites/corequisites/special requirements: None.
      3.3   Rationale for revision of course prerequisites/corequisites/special requirements: The course will be offered as part of the curriculum for the Ed.D. Program and for interested students in the Student Affairs program. The courses in the postsecondary area of the Ed.D. program are not sequenced. Permission of the instructor is not required.
      3.4   Effect on completion of major/minor sequence: None.

4.   Revise catalog course listing:

      4.1   Current catalog course listing: Major problem areas of academic administration with emphasis on issues and procedures of college and university level curricular development.
      4.2   Proposed course catalog listing: Issues relevant to higher education administration. Topics include student, faculty, financial, curricular, diversity, technology, and athletics issues.
      4.3   Rationale for revision of course catalog listing: Original course is too narrow and a course covering a wider variety of issues is desired.

5.   Proposed term for implementation:

Spring 2008

6.   Dates of prior committee approvals:

EALR Department   _____3-20-07_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, Jeanne.fiene@wku.edu, 745-2942

1.   **Identification of proposed course:**

 1.1   Course prefix (subject area) and number: EDAD 707
 1.2   Course title: Educational Leadership Policies and Politics
 1.3   Abbreviated course title: Ed Policy
 1.4   Credit hours and contact hours: 3
 1.5   Type of course: Lecture
 1.6   Prerequisites: Admission to Ed.D. program
 1.7   Course catalog listing: Designed to equip students with analytical skills for confronting leadership issues which require the application of or creation of policy in diverse settings. Examines the exercise of political power in education and the impact of politics on managing and leading educational institutions.

2.   **Rationale:**

 2.1   Reason for developing the proposed course: The proposed course will be an elective for those interested in P-12 administration and the Ed.D. in Educational Leadership. The course is designed to enhance the knowledge and ability of the school and district leadership candidates to successful navigate the political processes associated with school leadership and to proactively design, implement, and evaluate policies in their schools and districts. Since the publication of *A Nation at Risk*, the accountability movement, and increased governmental action and interest in education from the Federal as well as state level, administrators have found it even more necessary to develop and enhance their political acumen and their policy-making skills.
 2.2   Projected enrollment in the proposed course: 15-20 (Cohorts will overlap and students from various interest areas, well as, advanced EDAD students, will be the potential enrollees.)
 2.3   Relationship of the proposed course to courses now offered by the department: The department currently offers EDFN 720 Foundations of Rural Policy. The current course is really more about how a rural setting is unique in its operations and decision making rather than as this course a direct policy and politics course.
 2.4   Relationship of the proposed course to courses offered in other departments: the other department on campus that offers courses directly related to politics and policy studies is Political Science. Most of the courses in the Political Science department relate to general political science or policy governance in federal, state, and local public agencies and government. Similar courses currently offered by the Political Science Department include: PS 412 Kentucky Government and Politics, PS 211 Introduction to Public Policy, PS 545 Seminar in Public Policy Analysis. These courses would provide strong background and great depth relative to public policy but they are not directly related to educational policy making. Also, only PS 545 is offered at the graduate level.
 2.5   Relationship of the proposed course to courses offered in other institutions:
       Murray offers a somewhat similar course, ADM 657 Educational Policy and Ethics: "Provides a historical overview for the science of institutional policy development in the United States. The

relevance, overlap, and interplay of educational policy and ethics at the local, state, and national levels will be explored." Cal State-Fresno offers EdL 203 Governance and Political Perspectives for Educational Leadership: "Determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal, and political decisions and conflict management. Role of the educational leader in relation to inter-governmental activities aimed at educational reform." Two courses with similar concepts addressed were found at Eastern Michigan University. The first is EDLD 810 Ethics and Policy Analysis for Educational Leaders: "Designed to equip students with analytical skills for confronting ethical issues in business, education, research, nursing and government. Mastery of the ethical process -- a strategy for making good decisions. Critical thinking about ethical problems in professional settings. Analysis of selected educational and governmental policies from an ethical base using diverse views of professional moral duties as a screening device." The second course at Eastern Michigan is EDLD 820 The Politics of Educational Leadership: "This course will examine the exercise of political power in education. It is designed for the educational leader who must deal with the impact of politics on managing and leading educational institutions." Also at Northern Arizona University there is an offering called EDL 723 Publicity and Politics of Education: "Administrator's responsibilities in maintaining satisfactory public relations, including general policies, organization of school publicity, and agencies for reaching the public." Missouri State University offers EAD 750 Politics of Education: "Overview of the origins and the nature and impact of political forces surrounding and influencing schools. Students will study the increasingly complex political web of American education as well as research the continuing debate dealing with local control versus the expanding role of state and federal government. This course will help the student in educational administration analyze the various core constituencies of school politics, analyze the issues/demands made in the school community, and study the intervening variables associated with school issues as well as the decisions which must be made by school policy makers." Youngstown State also offers two courses: EDADM 6933 Educational Policy, Politics, and Change: "Explores who governs America's schools. Provides an introduction to schools as political systems and the values that shape educational politics and policy making. Examines the role of school leaders as agents of change and alternative change models and strategies." The second course is similarly called Educational Politics and Policymaking in the United States.

3. **Discussion of proposed course:**

    3.1   Course objectives:
- Develop a general awareness of the methods to examine and interpret the "politics" of education in the formal and informal arenas that affect the educational policy system.
- Develop a general awareness of the concepts and contributions of various political models and political processes.
- Analyze and articulate the analysis of the political processes that shape the formulation, enactment, implementation and impact of education policies.
- Develop the "habit of being analytical" in the consideration of the political dimensions of education and in response to current political issues impacting educational settings.
- Become more cognizant of the formal and informal forces that affect educational policy making.
- Acquire an understanding of the role(s) educators play (or might play) in the political and policy-making arenas.

    3.2   Content outline:
- Overview of approaches to the study of politics (multiple models and major traditions)
- Framework for political analysis: political systems, power, and influence
- Political processes and policies at the federal level
- Political processes and policies at the state level

- Political processes and policies at the local level
- Understanding and exercising political influence and policy-making in educational leadership.

3.3 Student expectations and requirements: Students will be expected to read a variety of documents and be prepared to analyze and discuss the key concepts and understandings. Students will be given the opportunity to apply, analyze, critique, and produce materials relative to the political processes and educational policies. Students may be required to write papers, give oral or video presentations, or other activities.

3.4 Tentative texts and course materials:

Grindle, M S. (2004). *Despite the odds:The contentious politics of education reform.* Princeton: University Press.

Instructor collected articles and/or websites relevant to policy and politics.

4. Resources:

4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Existing resources
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 08

7. Dates of prior committee approvals:

EALR Department: ___1/10/07_____

CEBS Curriculum Committee   _____

Professional Education Council   _____
(if applicable)

Graduate Council   _____

University Senate   _____

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

Bibliography
Policy & Politics

Taylor, S (1997) *Educational policy and the politics of change.* Routledge Publisher.

Barber, B. 2001 An Aristocracy of Everyone. The Politics of Education and the Future of America. Oxford Press Inc.

Apple, M., (1995) *Education and Power,* Routledge Publisher

Faure, E. *Learning to Be: The World of Education Today and Tomorrow*
Publisher: John Wiley, New York.

Spring, J., Conflict of Interests: The Politics of American Education. Third Edition. McGraw-Hill,

Nie, N., Junn, J., Stehliby-Barry, K. (1996) *Education and Democratic Citizenship in America,* University of Chicago Press.

Aronowitz, S., Giroux, (1991) *Post Modern Education: Politics, Culture, and Social Criticism* University of Minnesota Press.

Collan, E. (2004) *Creating Citizens Political Education and Liberal Democracy,* Oxford University Press.

Bowe, R., Ball, S.J., Gold, A. (1992) Reforming Education and Changing Schools: Case Studies in Policy Sociology, Routledge Publisher.

Cohen, D., Hill, H. *Learning Policy: When State Education Reform Works,* Yale Univeristy Press, New Haven.

Fuller, B., Rubinson, E., Richard, E. *(1992) The Political Construction of Education: The State, School Expansion, and Economic Change. Prager Publisher New York.*

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, Jeanne.fiene@wku.edu, 745-2942

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: EDAD 708
   1.2   Course title: Acquiring, Managing and Utilizing Fiscal Resources in Districts and Systems
   1.3   Abbreviated course title: District Resources and Systems
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: Lecture
   1.6   Prerequisites: Admission to the Ed.D. program or district level leadership position.
   1.7   Course catalog listing: Ethical concepts of school finance, school business administration, fiscal management, contemporary economic theories, and related procedures, and practices in educational institutions at the district or system levels.

2. **Rationale:**

   2.1   Reason for developing the proposed course: Current courses in the educational administrator preparation program are for building-level leadership candidates and thus deal with resource issues via a building-level, limited focus. Based on surveys of graduates via our program assessment, anecdotal discussions with area administrators, and professional literature regarding needs of current and future superintendents the faculty determined that a wider, systemic-focused resource course needed to be added to our current offerings. The proposed course is designed to enhance the knowledge and skills of administrators beyond the school level resource issues to the district-level. Students who complete this course will have a clearer understanding and broader perspective of the gamut of resources available to a district. In addition, the students will learn and apply their philosophy of education, dispositions, and ethics to the acquisition and utilization of resources. The proposed course is part of the initiative to create an Ed.D. program in Educational Leadership at WKU but will not be restricted to students in the doctoral program.
   2.2   Projected enrollment in the proposed course: 15-20. Each cohort will admit 20 students; the proposed course is for students whose area of focus is P-12 administration.
   2.3   Relationship of the proposed course to courses now offered by the department: The department currently offers two other resource management courses: EDAD 588 School Business Management, which addresses the fiscal operations of a school building, not the system or district; and EDAD 590 School Personnel, which deals with the human resources of a school. Therefore, neither of the current offerings meets the need for a district- or system-level resource management and planning course.
   2.4   Relationship of the proposed course to courses offered in other departments: Other departments similarly were found to offer courses that deal with a part of the resources issue but do not provide a systematic and composite perspective relative to resources. For example, BA 560 Contemporary Human Resources Management again deals with the human resources aspect but it does not deal with planning based on philosophy, nor does it encompass the fiscal and facility resources.
   2.5   Relationship of the proposed course to courses offered in other institutions: Many institutions offer a course similar to the department's current offerings, EDAD 588 School Business Management and

EDAD 590 Administration of School Personnel. For example, each of the other state institutions with programs for the certification of administrators offers one or more parallel courses to our current offerings, such as UK EDA 634 Leadership for Human Resources Development, or U of L's PADM 642 Human Resources Management. The same is true for the other regional institutions but again the focus is on school building level and not district or system leadership. The same thing is true at most benchmark institutions, including: Ball State, CalState-Chico, Central Missouri State, Eastern Illinois, Eastern Michigan, Florida Atlantic, Indiana State, Middle Tennessee State, Montclair State, Northern Arizona, Oakland University, Missouri State, Stephen F. Austin, Towson, Northern Iowa, Western Illinois, and Youngstown State. A collateral issue that is not applicable in Kentucky outside of Jefferson County is that most schools offer a course on collective bargaining.

The proposed course is not common, but there are some similar courses at other institutions. For example, UK offers EDA 627 School Finance and Support Services. U of L offers PADM Public Budgeting and Finance. Ball State offers EDAD 685 Fiscal Management of Educational Agencies. Eastern Michigan also offers EDLD 612 Economics of Public Education. Indiana State focuses on the broader financial picture in ELAF 753 Public School Finance; it is, however, also similar in large measure to the EDAD 588 at WKU. Northern Arizona offers the extended financial planning course in EDL 737 Budget Preparation and Practices. At Missouri State the planning relative to finance is entitled Organizational Management EAD 658. Stephen F. Austin lists AED 634 Finance Resources Development as the extended course. Western Illinois extends the related topic with EDL 505 School Improvement and Organizational Development.

3. **Discussion of proposed course:**

3.1 Course Objectives:
After completing this course, the student will be able to:
- Demonstrate an understanding of school district finance, revenues, and expenditures for discretionary and mandatory issues
- Demonstrate an understanding of state tax laws and their impact on school districts
- Demonstrate an understanding of the implementation of various tax options at the state and local school district level and their impact on school resources
- Demonstrate an understanding of how various state taxes are structured and their relationship to similar structures in other states
- Demonstrate an understanding of the sources of revenue for school districts to include local, state, and federal sources
- Demonstrate an understanding of the state mandated local district financial accounting system (MUNIS)
- Demonstrate an understanding of the district budgeting process and mandated state timelines
- Demonstrate an understanding of the function and necessity of proper accounting procedures
- Demonstrate an understanding of the impact of mandated revenues and expenditures on the budgeting process
- Demonstrate an understanding of the relationships of budget decisions on implementation of school programs (e.g., School and District Improvement Plans)
- Demonstrate an understanding of the relationship of budgeting and fiscal management and strategic planning
- Demonstrate an understanding of the various support programs on the impact of delivery of services to students (e.g., transportation, building maintenance, food service, student attendance accounting)
- Demonstrate an understanding of the facility building process
- Demonstrate an understanding of the interconnectedness of all the various subsystems that constitute a school system

- Demonstrate an understanding of the political process in developing school resources
- Demonstrate an understanding of the ethical issues related to school district finance

3.2 Content Outline:
- Various state laws related to tax structure for local agencies
- Options of taxes for local agencies and their advantages and disadvantages
- How other states finance public schools and relationship to Kentucky schools
- Local, state, and federal sources of revenue such as taxes, grants, entitlements, donations, and reimbursements
- How various revenues can be expended in the school district
- Relationship of the board of education, the superintendent, and the school system to school financing and budgeting
- Structure and function of the state mandated financial accounting system (MUNIS)
- Mandated documents and timelines for the school district budgeting process
- Auditing procedures
- Relationship of the budgeting process and school instructional programs, personnel, and funds for the schools
- Mandated expenditures and discretionary spending by the school district
- How long term and strategic planning impact budgeting process
- Budgeting and support services such as transportation, food service, and building maintenance
- Necessity, function, procedures, and materials related to student attendance accounting as implemented in Kentucky (STI)
- Kentucky Department of Education Facility Planning process to include the local planning committee, district facility plan, new/renovated building process, and impact on educational plan
- Systems planning
- Political process locally and statewide and a school leader's role
- Kentucky Code of Ethics for School Administrators

3.3 Student Expectations and Requirements:
Students will participate in a variety of topical activities and projects that will assess their knowledge and skills related to the function of school finance at the district or system level. Such activities and projects may include, but not be limited to:
   a. Readings
   b. Interviews
   c. Research based papers
   d. Observations
   e. Group and individual projects
   f. Presentations
   g. Demonstrations, by staff or invited personnel, or by the student
   h. Case studies

3.4 Tentative texts and course materials:

Instructor-created course pack of readings and websites.

King, R. A., Swanson, A. D., & Sweetland, S. R. (2003). *School finance: Achieving high standards with equity and efficiency* (3rd ed.). Boston: Pearson Education, Inc.

4. Resources:

      4.1   Library resources: Adequate
      4.2   Computer resources: Adequate

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: Spring 2008

7. Dates of prior committee approvals:

Educational Administration
Leadership and Research Department: ___1/10/07_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

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Lumby, J. (2001) *Managing Further Education: Learning Enterprise*, Sage Publications

Evard, K. Morris, G. & Wilson, I. (2004) *Effective School Management*, Sage Publications.

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Garner, C. W. (2003) *Education Finance for Schools Leaders: Strategic Planning and Administration* Prentice Hall Publishers.

King, R. Swanson, A., and Sweetland, (2002) *School Finance: Achieving High Standards with Equity and Efficiency*, Allyn & Bacon.

Owings, W. Kaplan, L. (2005) *American Public School Finance,* Wadsworth Publishing.

Waggoner, C. (2005) *Communicating School Finance: What Every Beginning Principal Needs to Know*, iUniverse, Inc.

Alexander, K, and Salman, R. (1995) *Public School Finance*, Allyn & Bacon.

King, R. A., Swanson, A. D., & Sweetland, S. R. (2003). *School Finance. Achieving high standards with equity and efficiency* (3rd ed.). Boston: Pearson Education, Inc.

KDE School Finance:
http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/default.htm
American Education Finance Association:
http://www.aefa.cc/
ACCESS – The Campaign for Fiscal Equity:
http://www.accessednetwork.org/
National Center for Education Statistics:
www.nces.ed.gov/edfin
The SEEK Formula for Funding Kentucky's School Districts:
http://www.lrc.state.ky.us/lrcpubs/Rr310.pdf
National Conference of State Legislatures:
http://www.ncsl.org/programs/educ/ed_finance/index.cfm#test
Education Commission of the States:
http://www.ecs.org/html/IssueSection.asp?issueid=48&s=Selected+Research+%26+Readings
Prichard Committee for Academic Excellence: http://www.prichardcommittee.org/

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, Jeanne.fiene@wku.edu, 745-2942

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: EDAD 710
   1.2   Course title: School Leadership and Technology Planning for School Improvement
   1.3   Abbreviated course title: School Leader/Tech Planning
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: Lecture and Lab
   1.6   Prerequisites: Admission to Ed.D. program or district-level administrative position
   1.7   Course catalog listing: A study of the use of modern technological tools in instructional and administrative processes; evaluation of hardware and software for both instructional uses and as administrative tools.

2. **Rationale:**

   2.1   Reason for developing the proposed course: The department has been involved for several years with the School Leadership Technology Initiative and as such has embedded the NETS-A standards and requisite skills and applications into courses in the current programs. However, the current offerings are designed to promote personal productivity as enhanced by technology. The proposed course is designed to assist district or organizational leaders with the systematic design, implementation, and evaluation of technology plans and systems. The philosophy, budget, and comprehensive planning related to technological resources will be discussed. Students will be required to consider goals, standards, resources, community structures, and development needs to maximize technological effectiveness. Students will also survey currently available software and hardware.
   2.2   Projected enrollment in the proposed course: 15-20. Each cohort will admit 20 students; the proposed course is intended primarily for students whose focus area is P-12 administration.
   2.3   Relationship of the proposed course to courses now offered by the department: The department currently offers no courses related specifically to technology planning. However, the utilization of technology is embedded in every course. This course will extend the knowledge of planning processes and behaviors learned through EDAD 688 Planning for School Improvement a course offered in the master's program for building-level leaders. Furthermore, students who have taken or who may take other elective courses in technology applications will find the course useful in defining and developing clear plans for the implementation and evaluation of technology in their schools and districts.
   2.4   Relationship of the proposed course to courses offered in other departments: There are other technology-relevant courses in other departments, but they are more about application and not as focused on planning and leading with technology. Three examples are: LME 535 Survey of Educational Technology Practices, LME 545 Principles of Educational Technology Applications, and SEC 445G Introduction to Educational Technology. The proposed course is designed to help students survey available products and systems and to plan how to maximize the integration of technology into classrooms, schools, and districts in the most efficient and effective manner. It is not a course

specifically to survey practices or applications but rather a planning course to use the data and available resources to more fully plan for technology use and integration throughout instructional and administrative responsibilities in the district.

2.5 Relationship of the proposed course to courses offered in other institutions: UK offers EDA 642 Microcomputer Applications in Administration. NKU offers some technology relevant courses EDG 602 Technology in Education, TTE 641 Distance Learning Design and Methodology, TTE 620 Instructional Technology, and one close match, EDA 624 Technology and Best Practices for School Improvement. EKU offers EAD 824 Technology and Leadership Practices for Program Improvement. Morehead offers EDIL 619 Technology and Best Practices for Program Improvement. EDLD 518 Multimedia Technology for School Administrators is a similar course at Eastern Michigan. Florida Atlantic offers EME 6426 Administrative Applications of Educational Technology. At Middle Tennessee State the comparable course is SPSE 6600 Microcomputers in Educational Administration. Montclair State has more than one technology-related course, but EDTC 510 Technology Planning for Educational Renewal is the most similar to the proposed course. Similarly, at Northern Arizona the course is EDL 732 Educational Leadership and Planning for Technology. Towson offers ISTC 702 Educational Leadership and Technology. Western Illinois' parallel course is Administrative Applications of Education Technology. Youngstown has a course entitled EDADM 7026 Technology and Facilities for Learning Organizations.

3.   Discussion of proposed course:

3.1   Course objectives:
- Students will develop an inspired, shared vision for the comprehensive integration of technology.
- Students will demonstrate a system for measuring the environment and culture relative to the realization of that vision.
- Students will create a management system to ensure and document that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
- Students will model, apply and document their usage of technology to enhance their professional practice and to increase their own productivity and that of others.
- Students will create a documentation system to measure the integration of technology to support productive systems for learning and administration.
- Students will document the level to which the district educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- Students will understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

3.2   Content outline**:**
- Collaborative development of vision and plans for technology
- Integration of plans to leverage resources
- Identification, implementation, evaluation and promotion of appropriate technologies to enhance and support instruction
- Technologically-enhanced learner-centered environments
- Use of technology to assess, evaluate and manage administrative and operational systems
- Emerging technologies and their potential uses in education
- Technology for communication and collaboration
- Use of appropriate software and databases
- Use of data in making leadership decisions
- Legal, moral, and ethical issues surrounding the use of technologies
- Acceptable use policies, copyright and confidentiality issues

- Student discipline for misuse of technology
- Network and data security
- Physical safety of students, employees, and facilities

3.3   Student expectations and requirements: Students will complete a variety of activities and projects that will prepare them with the knowledge and skills to conduct a school planning process and create a school planning document which will include the following components:
- A technology needs assessment for a school district,
- Facilitation and documentation of multi-stakeholder planning meetings or written analysis and review of meeting minutes and agendas,
- A written critique of any existing plans,
- A written prepared plan and budget for purchase, implementation and evaluation of the required hardware, software and supports
- A document which links plans to Comprehensive School Improvement Plans and School/District report cards
- A document that creates or evaluates policies and guidelines for technology usage
- Evidence of a presentation demonstrating and documenting how the plan and budget fit the district philosophy, budget, needs and abilities.

3.4   Tentative texts and course materials:
Supovitz, J.A., & Klein, V. (2003, November). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement*; Available from Consortium for Policy Research in Education at www.cpre.org/Publications/AC-08pdf.

Willard, N.E. (2003). *Safe and responsible use of the Internet: A guide for educators.* Retrieved January 15, 2004 from http://www.responsiblenetizen.org/onlinedocs/pdf/srui/entire.pdf

IBM. (2002).Changetoolkit reinventingeducation.org

4.   Resources:

4.1   Library resources: Adequate
4.2   Computer resources: Adequate

5.   Budget implications:

5.1   Proposed method of staffing: Current Faculty
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Spring, 2008

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

Educational Administration,
Leadership, and Research Department: ____1/10/07____

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Nedra Atwell and Dr. Sherry Powers
        email: nedra.atwell@wku.edu   sherry.powers@wku.edu   Phone: 5-4607

1. Identification of proposed course

    1.1 Course prefix and number: IED 703
    1.2 Title: Equity Pedagogy and Issues of Diversity
    1.3 Abbreviated title: Equity Ped & Iss of Diversity
    1.4 Credit hours: 3
    1.5 Type of course: Seminar
    1.6 Prerequisite: None
    1.7 Catalog course listing:
        Issues and effects of diversity in contemporary society include: race, gender, ethnicity, class, language differences, and student ability. Relationship of diversity to preparation, recruitment, instruction, equity pedagogy, professional development, policy, curriculum, assessment, achievement gaps and student learning.

2. Rationale:

    2.1 Reason for developing the proposed course
        This proposed course is designed for students seeking the EdD in the Teacher Leader focus area. Equity pedagogy and diversity concepts are presented in other graduate courses, but are not specific to teacher leadership. The proposed course content, however, will focus on the teacher leader role in international, national, state, and local issues and is not provided in other courses in teacher education.

        School district personnel and principals have expressed a need for courses specific to equity, pedagogy and diversity as they effect teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). NCLB requires that schools look at teaching students in different ways. As the data is disaggregated, nationally, statewide and locally, performance gaps are evident for students who have special needs, are from underrepresented populations, and are born in poverty. In order to correct this situation as federally mandated, these teacher leaders must be knowledgeable in equity pedagogy and diversity so they may assume leadership roles in instructional practice on local, state, national, and international forums and subsequently designing instruction based upon those results. The proposed course will seek to prepare students for this increased focus on teacher leadership coupled with equity pedagogy and diversity.

    2.2   Projected enrollment in the proposed course: Estimated enrollment in the course is 20 students per semester based on expressed interest from students currently completing masters programs and wanting to complete additional education.

    2.3   Relationship of the proposed course to courses now offered by the department:
        The proposed course will be one of a set of core courses designed to equip the candidate as a teacher leader.
         LTCY 527 Literacy Learning and Cultural Differences includes some of the content of this course.
        However, it is heavily focused on equity pedagogy as it relates to the teaching of reading, writing, and the

broader field of literacy instruction. All Exceptional Education classes focus on diversity as related to students with special needs. Diversity is incorporated into all courses at the undergraduate and master's degree levels. The proposed course is dedicated to equity pedagogy and issues of diversity across content areas. This proposed course is at the doctoral level and will address the issues from both a theoretically and system approach.

2.4   Relationship of the proposed course to courses offered in other departments:
The EdS program in School Psychology addresses some of the topics in various courses but the focus is dufferent. All GTE and EXED as well as some Curriculum and Instruction courses address diversity and equity pedagogy but no course includes a comprehensive focus on all of the topics, nor is any of the existing courses offered at the doctoral level. For example, PSY 560 Cognitive and Intellectual Assessment, PSY 520 Individual differences and Human Diversity, and CNS 555 Social and Cultural Diversity include some of the content but the focus is on theoretical prospective and assessment. This proposed course focuses on the application of principles across the entire system. NCLB is forcing schools to address the groups of students not making progress in general education settings. Schools are having difficulty making the transition from specialized settings to service delivery in general education settings by specialists. This course will prepare teacher leaders to be both knowledgeable on the individual level and ready to lead the systems process. This is a doctoral level course and there are currently no doctoral level courses that address this subject.

2.5   Relationship of the proposed course to courses offered in other institutions
The University of Kentucky has three courses that are similar in their PhD. Program: EDC 550 Education in a Culturally Diverse Society, EDU 745 Interdisciplinary Instruction in Secondary Education, and EDC 795 Cultural Diversity and The Teaching of Reading. This is a doctoral level course for students in the EdD program. This course is different in that it takes content from all three classes and combines them into this one course at the doctoral level.

Outside the Commonwealth, graduate classes similar to but not identical to the proposed programs are offered at the following institutions: Texas A&M EDAD618 Cross Cultural Education; Southeast Missouri State University EF 696 Education in American Society; and The University of Michigan EDU 771 Access and Equity in Higher Education. This is a doctoral level course for students in the EdD program. There are no current courses that address these topics at the doctoral level.

2.6   Relationship of the proposed course to courses offered in other institutions
This proposed course is similar to EDLPS 520 Education as a Moral Endeavor at the University of Washington (Seattle); EDLA 540 Ethical Dimensions in Education at Gonzaga University (Spokane, WA). This proposed course is unique in that it provides an applications case study approach to theoretically and philosophical issues that face the schools of today.

3.   Description of Proposed Course:

3.1   Course Objectives
Students will be able to:
- Explore the major theoretical frameworks, philosophy and principles of equity pedagogy.
- Identify how issues of race, class, gender, language, and diverse learning styles impact student learning opportunities.
- Understand how issues of diversity influence the school culture, the curriculum, classroom instruction, the implementation of educational policies and teacher leadership roles.
- Develop strategies, instructional plans and practices designed to connect the principles of equitable theory with equity pedagogy in order to meet the needs of all learners.

- Develop a self awareness of personal biases, attitudes, values and beliefs that influence personal instructional practices and the school culture.
- Explore the teacher leader's role in articulating and developing professional development designed to increase classroom teacher understanding and practices for providing equity pedagogy.
- Equip teacher leaders to facilitate classroom teachers' understanding and effectiveness in implementing equitable instruction, practices and evaluation of educational policies and mandates.
- Develop systems that facilitate collaboration among teacher leaders.

3.2 Content outline:
- Understanding self and the influence of culture on identity.
    - The nature of culture
    - Who are we?
    - Why are we who we are?
- The interaction of cultural identity, experiences and self-concepts
    - Observe interactions between teens/children, children/children and children/adults in various school environments
    - How and why social cultural requisites are transmitted and learned.
- Relationship between culture, self-concepts and the process of teaching and learning Perceptions, attitudes behaviors.
    - The educational (academic and social) implications of cultural identity for students and teachers.
- Cultural issues, conflict and the struggle for equity in education.
    - The early struggle of dominant and marginalized cultures for educational equity.
    - The influence of education reforms on your academic and social development.
    - Who benefits from or is disenfranchised by educational policy decisions.
    - Why and are forms of deculturalization still practiced.
- The influence of the Civil Rights movement on current educational policies and practices in the U.S.
    - The affect of deculturalization on educational attainment and social development in contemporary society.
- Implementing the politics of education through the hidden curriculum.
    - The benefits/disadvantages of assimilation, accommodation and pluralism on teacher cross-cultural perceptions, attitudes and behaviors and on student achievement.
- Removing biases from the classroom.
    - Race, ethnicity, white dominance and empowerment.
    - Role of educators in reducing racial and ethnic prejudices in the school environment.
- How are cultural differences (learning and communication styles) perceived and addressed in schools?
    - Using cultural frames of reference in decision making, how does school climate influence teacher job satisfaction.
    - How does teacher bias influence the academic engagement of students?
- The influence of religion, gender, and sexual orientation on student social development and academic achievement.
    - Personal reflections on biases in schools.
    - Bullying.
- The long term effects of bullying for the perpetrator and recipient
    - Ability, age and social development in the heterogeneous classroom,
    - How should teachers address and control peer pressure and bullying in heterogeneous classrooms?
    - Addressing standardized testing in heterogeneous classrooms?
- Importance of culturally relevant curriculum and Classroom environment.

- How can classroom teachers influence school climate and develop a classroom environment that actively supports all learners?
    - School equity and inclusion
- Preparing all students for a global society
    - Living and working in a pluralistic society.
    - Competing in the global marketplace (global economic interdependence).
- Understanding issues of diversity in curriculum and pedagogy.
    - What should be taught in schools?
    - What is taught in schools?
    - How should teaching occur in contexts?
    - How does teaching occur in particular contexts?
    - What is the nature of the curriculum in urban contexts, rural contexts, and/or suburban contexts?
    - What differences exist among these various contexts where curriculum is concerned?
    - What is the nature of the pedagogy used to implement the curriculum in various contexts?
    - Who controls the curriculum?
    - In what ways do power structures guide our thinking around curriculum and instruction?
    - How do power structures enable, disable, empower or dis-empower teachers' role in curriculum decisions and pedagogy?
    - On behalf of whom are curricular decisions made?
    - Whose knowledge is most valuable and validated around issues of curriculum and why?
    - What relationships exist among economic/social statuses, power, justice, curriculum, diversity, and pedagogy in contexts?
    - How might teachers think about issues of curriculum, diversity, and pedagogy?
    - How might administrators think about issues of curriculum, diversity, and pedagogy?
    - How might researchers think about issues of curriculum, diversity, and pedagogy?

3.3   Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports and projects that will prepare them to exercise and implement equitable instruction, practices and decision making designed to develop a school culture as well as instructional practices that effectively meet the varied needs of all learners and ensure student achievement.

Students will be engage in a variety of learning experiences that require them to view issues from multiple perspectives. Learners will analyze principals of equity pedagogy and diversity indicators embedded in the school culture as well as identify strategies for implementing equity pedagogy practices designed to meet the needs of all learners.

All student performances will be evaluated using rubrics designed for each assignment. Rubrics will be posted so students will understand the criteria and method of evaluation of their performances. Grades will be assigned to each student based on evaluation of the work in relationship to the rubric and grading scale for the class.

3.4   Tentative texts and materials:

Bennett, C. I. (2007). *Comprehensive multicultural education: Theory and practice* (6th ed). Boston: Allyn and Bacon.

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4. **Resources:**

    4.1   Library resources: Adequate
    4.2   Computer resources: Adequate

5. **Budget Implications:**

    5.1 Proposed method of staffing: Current faculty
    5.2 Special equipment needed: None
    5.3 Expendable materials needed: None
    5.4 Laboratory supplies needed: None

6. **Proposed term for implementation:** Spring 2008

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

Department of Curriculum and Instruction _____1/19/07_____

Department of Special Instructional Programs _____1/19/07_____

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

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Action in Teacher Education
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American Educational Research Journal
American Journal of Education
American School Board Journal
Applied Measurement in Education
British Journal of Educational Psychology
Childhood Education
Clearing House
Comparative Education Review
Computers in the Schools
Economics of Education Review
Education and Culture
Education Week
Educational Administration Quarterly
Educational and Psychological Measurement
Educational Assessment
Educational Evaluation and Policy Analysis
Educational Forum
Educational Horizons
Educational Leadership
Educational Measurement Issues & Practices
Educational Research
Educational Research Quarterly
Educational Researcher
Educational Technology
Educational Technology, Research and Development
Educational Theory
Equity & Excellence in Education
Essential Teacher
Exceptional Child
Harvard Educational Review
Instructor
Journal of Education
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational Research
Journal of General Education
Journal of Humanistic Education & Development
Journal of Instructional Psychology
Journal of Psychoeducational Assessment
Journal of School Leadership
Journal of Teacher Education
Journal of Teaching in International Business
JRTE, Journal of Research on Technology in Education
Kappa Delta Pi Record
Language Arts
Mathematics Teacher

Multicultural Education
NEA Today
NFAER Journal (National Forum of Applied
   Education Research)
Peabody Journal of Education
Phi Delta Kappan
Planning & Changing
Preventing School Failure
Principal
Research in the Schools
Review of Educational Research
Roeper Review
Rural Education News
Rural Educator
Scholar-practitioner Quarterly
School and Community
School Community Journal
School Psychology Review
Social Education
Sociology of Education
Southern Social Studies Journal
Teacher Educator
Teacher Magazine
Teachers and Writers
Teaching Exceptional Children
Technology & Learning
TESOL Quarterly
Theory and Research in Social Education
Theory into Practice
Urban Education
Urban Review

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

Contact Person: Dr. Nedra Atwell   email: nedra.atwell@wku.edu   Phone: 5-4647

1. Identification of proposed course

    1.1   Course prefix and number: IED 704
    1.2   Title: Leadership & the Ethics of Teaching
    1.3   Abbreviated title: Leadership & Ethics Teach
    1.4   Credit hours: 3
    1.5   Type of course: Seminar
    1.6   Prerequisite: None
    1.7   Catalog course listing:
Historical and contemporary perspectives on leadership and the ethics of teaching, including topics such as power, cultural leadership, change, instructional leadership, and building community.

2. Rationale:

    2.1   Reason for developing the proposed course

           This proposed course is intended to provide students in education related roles with an opportunity to study both historical and contemporary perspectives on leadership and ethics and to prompt reflection on their own practice. As students read, discuss, reflect on, and critique a variety of perspectives and topics such as power, cultural leadership, change, instructional leadership, and building community, they will consider how their personal philosophy of educational leadership takes into consideration moral and ethical issues as well as the purposes and nature of the task and the complexity of the educational context.

           This proposed course is designed for students seeking the EdD in the Teacher Leader focus area. School district personnel and principals have expressed a need for courses specific to teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). These teacher leaders must be knowledgeable in culture, change and ethical practice as they may assume leadership roles in on local, state, national, and international issues and subsequently designing programs and instruction. The proposed course will seek to prepare students for this increased focus on teacher leadership in the school context. The Council for Exceptional Children as part of their standards for educators to seek to ensure sound practice and prevent personal and organizational liability acknowledge that leaders are responsible for both compliance and ethical treatment of student, parents, colleagues, and agency representatives. This course is designed to enhance knowledge and abilities of candidates in the Ed.D. program related to ethical issues likely to be confronted by teacher leaders.

    2.2   Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest from current MAE students in the EdD program.

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

The proposed course will be one of a set of core courses designed to equip the candidate as an instructional leader. This is a doctoral level course for students in the Ed.D. Program.   Some understanding of professional ethics is incorporated into courses at the undergraduate and master's degree levels. For example, in EXED 630 Special Education Law and Finance case studies are used that involve both ethics and legalities of the practice. In EXED 532 Parent, Families and Exceptionalities students discuss the legal and ethical roles of the teacher in relationship to the family and agency. The proposed course is dedicated to leadership as an ethical endeavor and will develop t he expertise to infuse ethical practice throughout educational organizations.

2.4   Relationship of the proposed course to courses offered in other departments:
PSY 435G Moral Development & Education includes moral development as it affects the individual and educational setting. The proposed course is different in that it includes an intensive look at school culture, change, and ethical leadership. PSY 541 Professional Issues and Ethics in Psychology is similar but focuses on the ethics and issues involved in serving as a psychologist. LEAD 475G Ethics in Leadership and LEAD 500 Effective Leadership Studies are offered as master's level classes that focus on personal decisions and styles. The proposed course is a doctoral level course for students in the EdD program. There are no current courses that address these topics at the doctoral level.

2.5   Relationship of the proposed course to courses offered in other institutions
This proposed course is similar to EDLPS 520 Education as a Moral Endeavor at the University of Washington (Seattle); EDLA 540 Ethical Dimensions in Education at Gonzaga University (Spokane, WA). This proposed course is unique in that it provides an applications case study approach to theoretical and philosophical issues that face the schools of today.

3.   Description of Proposed Course:

3.1 Course Objectives
       Students will:
- examine their practice from a theoretical frame of context.
- develop a personal definition of moral, ethical and purposeful leadership
- refine their personal philosophy of leadership in context of ethical principles involved
- understand their roles as educational leaders in their organizations
- clarify the role of ethical leadership qualities in promoting educational change
- reflect on the role of educational leadership in creating socially just contexts.

3.2 Content outline:
- Learning from the Past
- Leadership and educational organizations
- Leadership as a Moral Endeavor
- The Nature of Ethical Inquiry
- Punishment and Due Process
- Intellectual Freedom
- Equal Treatment of Students
- Democracy and Professionalism
- Teaching with Integrity
- Moral & Spiritual Leadership
- Leading a Community of Difference
- Race, Class, Gender and Socio-Economic Status

- Symbolic & Mythical Leadership
- Transformative, Ethical, & Democratic Leadership
- Relationships, Dialogue
- Leadership, Power, & Celebration
- Some alternative perspectives

3.3   Student expectations and requirements:
Students will participate in a variety of topical activities, case studies and projects that will prepare them with the knowledge and skills to work with a variety of individuals without bias and engage in ethical teaching and practice. Additional requirements will include the participation in Blackboard and in-class discussion.

Self awareness and bias training will enable the teacher leader to develop a more careful approach to the complexities of ethics in contemporary schools. Learners will analyze principles of ethics and laws embedded in school culture as well as identify strategies for implementing ethical practice. Students will be encouraged to think critically, read and write carefully, and view the issues from multiple perspectives.

All student performances will be evaluated using rubrics designed for each assignment. Rubrics will be posted so students will understand the criteria and method of evaluation of their performances. Grades will be assigned to each student based on evaluation of the work in relationship to the rubric and grading scale for the class.

3.4   Tentative texts and materials:
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4.   Resources:

4.1   Library resources: Adequate
4.2   Computer resources: Adequate

5. **Budget Implications:**

    5.1   Proposed method of staffing: Current faculty
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory supplies needed: None

6. **Proposed term for implementation:** Fall 2008

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

Department of Curriculum and Instruction _____1/19/07_____

Department of Special Instructional Programs _____1/19/07_____

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form

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Professional Journals

Action in Teacher Education
Adult Education Quarterly
American Educational Research Journal
American Journal of Education
American School Board Journal
Applied Measurement in Education
British Journal of Educational Psychology
Childhood Education
Clearing House
Comparative Education Review
Computers in the Schools
Economics of Education Review
Education and Culture
Education Week
Educational Administration Quarterly
Educational and Psychological Measurement
Educational Assessment
Educational Evaluation and Policy Analysis
Educational Forum
Educational Horizons
Educational Leadership
Educational Measurement Issues & Practices
Educational Research
Educational Research Quarterly

Educational Researcher
Educational Technology
Educational Technology, Research and Development
Educational Theory
Equity & Excellence in Education
Essential Teacher
Exceptional Child
Harvard Educational Review
Instructor
Journal of Education
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational Research
Journal of General Education
Journal of Humanistic Education & Development
Journal of Instructional Psychology
Journal of Psychoeducational Assessment
Journal of School Leadership
Journal of Teacher Education
Journal of Teaching in International Business
JRTE, Journal of Research on Technology in Education
Kappa Delta Pi Record
Language Arts
Mathematics Teacher
Multicultural Education
NEA Today
NFAER Journal (National Forum of Applied
    Education Research)
Peabody Journal of Education
Phi Delta Kappan
Planning & Changing
Preventing School Failure
Principal
Research in the Schools
Review of Educational Research
Roeper Review
Rural Education News
Rural Educator
Scholar-practitioner Quarterly
School and Community
School Community Journal
School Psychology Review
Social Education
Sociology of Education
Southern Social Studies Journal
Teacher Educator
Teacher Magazine
Teachers and Writers
Teaching Exceptional Children
Technology & Learning

TESOL Quarterly
Theory and Research in Social Education
Theory into Practice
Urban Education
Urban Review

Proposal Date: January 2007

College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Marge Maxwell, Ph.D, Email: marge.maxwell@wku.edu, Phone: 5-2435

1.   **Identification of proposed course:**

1.1   Course prefix (subject area) and number: LME 737
1.2   Course title: Educational Technology Leadership
1.3   Abbreviated course title: Educ Technology Leadership
1.4   Credit hours and contact hours: 3
1.5   Type of course: Lecture
1.6   Prerequisite:
1.7   Course catalog listing: Emphasis on educational technology leadership, professional development, and instructional management. Topics include equitable access, technology plans, meeting needs of diverse learners with technology, and technology integration strategies

2.   **Rationale:**

2.1   Reason for developing the proposed course: This proposed LME 737 course is designed for graduate students seeking certification in Educational Administration, the Ed.D., or an Education Specialist Degree. This course will prepare individuals to use technology and provide leadership for others who are designing and integrating technology into their instruction.

The content of the proposed LME 737 emphasizes instructional techniques, evaluation and utilization of appropriate hardware and software for various subjects and grade levels. It also meets the current standards established by the KY Experienced Teacher Standards, American Association of School Librarians (AASL), the International Society for Technology Education (ISTE), and the Association for Educational Communications (AECT) for program accreditation.

2.2   Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.

2.3   Relationship of the proposed course to courses now offered by the department:
There are four master's level educational technology courses offered in the LME program in the Special Instructional Programs Department: LME 535 Survey of Educational Technology Practices, LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 547 Integration of Educational Technology. The proposed course is different from these master's level courses since it is a doctoral level course that will look at educational technology from an instructional leadership viewpoint. It will emphasize how to lead other teachers in technology integration, design, and curriculum applications.

2.4   Relationship of the proposed course to courses offered in other departments:
No other departments on campus offer a similar doctoral course. However, there are other courses that include content related to the proposed course. AMS 548 Graphic Arts focuses on graphics, imaging, and pre-press operations for publication. PSY 501 Issues in College Instruction Using the Internet focuses on educational psychology issues related to the development of internet-based course

instruction. CNS 576 Technology in Student Affairs deals with applications in the administration of student affairs. The proposed course is different from these courses since it is a doctoral level course dedicated to educational technology leadership. It will emphasize how to lead other teachers in technology integration, design, and curriculum applications.

2.5   Relationship of the proposed course to courses offered in other institutions:
Eastern Kentucky University offers EAD 824 Technology and Leadership Practices for Program Improvement about the study of assessment, improvement, and application of computer technology and effective leadership practices in education. Morehead State University offers EDIL 619 Technology and Best Practices for School Improvement about a study of best practices for school improvement documented by research and application of the use of modern technological tools in instructional and administrative processes-evaluation of hardware and software for both instructional uses and administrative tools, review of computer programs, and basic competency in word processing, spreadsheet, database, and presentation software. Montclair State University offers EDTC 502 Assessment and Evaluation of Learning with Technology, a research methods course exploring quantitative and qualitative approaches to examining the impact of technology within educational and instructional settings. Montclair State University also offers EDTC 510 Technology Planning for Educational Renewal where students assist district or organizational leaders in the systemic design and implementation of a technology plan that is customized for a school or organization philosophy, budget, and individual staff needs and abilities. Northern Arizona University offers EDL 732 Educational Leadership and Planning for Technology which includes systems analysis and computer uses in education emphasizing management of computers. Towson University offers ISTC 702 Educational Leadership and Technology exploring current research and theory related to technology policy, planning and leadership in education settings.

3.   Discussion of proposed course:

3.1   Course objectives:
The proposed course is designed to help students to:

-
- Verbalize a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision
- Design curricular and instructional strategies and learning environments to integrate appropriate technologies to maximize learning and teaching.
- Apply technology to enhance their professional practice and to increase their own productivity and that of others.
- Ensure the integration of technology to support productive systems for learning and administration.
- Use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- Verbalize the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

3.2   Content outline:
- Educational technology leadership
- What is technology leadership?
- Trends in educational technology
- Developing a common vision to technology integration
  - Technology Plans

- o Acceptable Use Policies
- o
- Data-based decision making
- Advocating on the state and national levels
- Collaborative, technology-rich environments
- Instructional methods that promote higher-level thinking, decision-making, and problem-solving skills using technology
- Using technology to enhance professional practice
- Supporting learning communities
- Issue of equipment compatibility
- Use of technology-based management and operating systems
- Coordinated planning, budgeting, and purchasing
- Ongoing improvements and replacement cycles
- Assessment and evaluation
  - o Assessing teachers with technology standards
  - o Assessing students with technology standards
  - o Creating and assessing portfolios
  - o Developing teacher technology leaders
- The digital divide: hardware and software
- Social, ethical, legal concerns
- Copyright and technology issues
- Networks and Internet access
- Ergonomics
- Technology Professional Development issues

3.3   Student expectations and requirements:
Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports and projects that will prepare them to exercise and implement equitable instruction, practices and decision making designed to develop a school culture as well as instructional practices that effectively meet the varied needs of all learners and ensure student achievement.

3.4   Tentative texts and course materials:

Kearsley, G. & Lynch, W. (2004). *Educational technology: Leadership perspectives*. Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Roblyer, M.D. (2006). *Integrating educational technology into teaching*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Bitter, G.G. & Pierson, M.E. (2005). *Using technology in the classroom*. (6th ed.). Boston: Pearson Education, Inc.

4.   Resources:

4.1   Library resources: Present holdings are adequate
4.2   Computer resources: none

5. **Budget implications:**

    5.1   Proposed method of staffing:
              Present faculty will teach this 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 2008

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

SIP Department/Division: ____1/19/07_____

C & I Department/Division: ____1/19/07_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

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

Bibliography
LME 737

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Professional Journals

American Educational Research Journal
Computers in the Schools
eSchool News
Education and Culture
Educational Assessment
Educational Evaluation and Policy Analysis
Educational Measurement Issues & Practices
Educational Research
Educational Research Quarterly
Educational Technology
Educational Technology, Research and Development
JEM, Journal of Educational Measurement
Journal of Computing and Teacher Education
Journal of Computing in Higher Education
Journal of Distance Education
Journal of Education

Journal of Educational Measurement
Journal of Educational Research
Journal of Instructional Psychology
Journal of Research on Computing in Education
Journal of Research on Technology in Education
Journal of Teacher Education
JRTE, Journal of Research on Technology in Education
Learning and Leading with Technology
Multicultural Education
Research in the Schools
Review of Educational Research
Teacher Educator
Technology & Learning

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

Contact Person: Sylvia L. Dietrich sylvia.dietrich@wku.edu, 745-2317

1. Identification of proposed course:

    1.1   Course prefix (subject area) and number: IECE 491
    1.2   Course title: Practicum in Interdisciplinary Early Childhood Education
    1.3   Abbreviated course title: Practicum in IECE
    1.4   Credit hours: 5
    1.5   Type of course: P (Practicum)
    1.6   Prerequisites: IECE 421 and IECE 422, with grades of "C" or higher
            Corequisite: IECE 489
    1.7   Course catalog listing: Supervised work in off-campus settings with children birth to age 5, with and without disabilities, and their families. Students are responsible for arranging their own transportation.

2. Rationale:

    2.1   Reason for developing the proposed course:
            This course is designed for Interdisciplinary Early Childhood Education students in the noncertification concentration. Western Kentucky University's Interdisciplinary Early Childhood Education (IECE) curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. This course will provide students who are pursuing careers in early childhood settings where teacher certification is not required (e.g., Head Start, Early Head Start, private preshools and Kindergartens, and child care centers) the opportunity to complete a supervised practicum experience based on their individual career goals. Western's IECE curriculum must prepare graduates to work with children birth through five years, both with and without disabilities, and their families in various early childhood settings. Both DEC and NAEYC reocmmend that students complete a superivsed experience in which they apply knowledge and skills with young children and families. This practicum will allow students to apply knowledge and skills in a setting based on their career goals. In some cases, this may be their place of employment.

    2.2   Projected enrollment in the proposed course: Based on current enrollment and on feedback from KCTCS sources about interest in a noncertification option, an enrollment of 15-20 is projected.
    2.3   Relationship of the proposed course to courses now offered by the department: IECE 490 *Student Teaching* is offered by the IECE program for students selecting the teacher certification concentration. In IECE 490 students complete two 8-week student teaching experiences, one with infants/toddlers and one with preschoolers. Student placement for IECE 491 would be in one early childhood setting, which may be a setting where noncertified teachers work.
    2.4   Relationship of the proposed course to courses offered in other departments: There are several programs in which students do supervised practice or practicum experiences as a program requirement. One example, CFS 410 *Internship*, provides students with the opportunity to apply

knowledge and skills in a supervised setting, preparing students for entry-level competencies for child and family life in their chosen field of child studies. The proposed practicum will occur in educational settings, provide candidates with advanced training and opportunities, and be based on the IECE Teacher Standards. Other examples of practicum-type courses are ELED 490, MGE 490, and SEC 490; these courses, offered in the Department of Curriculum and Instruction, provide student teaching experience in specific school settings. However, they would not be appropriate for IECE students not seeking teacher certification.

2.5 Relationship of the proposed course to courses offered in other institutions: Kentucky institutions of higher education offer student teaching courses across disciplines including IECE, but no institutions offer a non-certification practicum. UK, Morehead, and EKU offer a practicum in Family Studies that provides students opportunities to practice entry-level skills in settings related to child and family life.

3. Discussion of proposed course:

3.1 Course objectives: Students will be able to:
- Implement developmentally and functionally appropriate individual and group activities.
- Use a variety of strategies to encourage children's physical, social-emotional, communication, cognitive, and adaptive development.
- Support and facilitate family and child interactions as primary contexts for learning and development.
- Demonstrate ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas, including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
- Develop, select and implement learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences.
- Select, utilize and evaluate appropriate developmentally and functionally appropriate materials, equipment, and environments.
- Evaluate and demonstrate appropriate use of technology with young children, including adaptive and assistive technologies
- Make specific adaptations with strategies, equipment and environments to meet the specific needs of all children, including those with unique talents, disabilities, learning and developmental needs.
- Incorporate assessment information and strategies from multiple disciplines and families in the design and implementation of intervention strategies
- Select and implement methods of behavior support and management appropriate for young children.
- Organize space, time, peers, materials and adults to maximize child progress in group and home settings.
- Function as a team member in an interdisciplinary/transdisciplinary setting, including sharing, consultation, and joint goal-setting and planning.

3.2 Content outline:
- Plan instruction
  - Develop lesson plans
  - Assist with IEP/IFSP development
  - Select curricula, materials, and instructional strategies
  - Incorporate family resources, priorities and concerns in plan for instruction
  - Arrangement of the environment

- Implement services
  - Conduct developmentally appropriate activities with children
  - Adapt instruction for children with developmental differences
  - Utilize positive behavioral supports
- Evaluate and reflect on instruction
  - Reflect on and refine instruction
  - Assess child outcomes
  - Assess family outcomes

3.3 Student expectations and requirements:
Grades will be based on the instructor's evaluation of the student's implementation of his or her Professional Growth Plan and observations conducted in the practicum setting by the university supervisor.

3.4 Tentative texts and course materials: no specific texts identified

4. Resources:

4.1 Library resources: No library resources will be utilized for this course
4.2 Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support

5. Budget implications:

5.1 Proposed method of staffing: present IECE faculty
5.2 Special equipment needed: No special equipment required
5.3 Expendable materials needed: Typical classroom supplies
5.4 Laboratory materials needed: No laboratory materials needed

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Department of Special Instructional Programs   _March 23, 2007_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

University Curriculum Committee   _____

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Sylvia L. Dietrich sylvia.dietrich@wku.edu, 745-2317

1.   **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: IECE 489
    1.2   Course title: Practicum Seminar in Interdisciplinary Early Childhood Education
    1.3   Abbreviated course title: Practicum Seminar in IECE
    1.4   Credit hours: 1
    1.5   Type of course: S (Seminar)
    1.6   Prerequisites: IECE 421 and 422 with grades of C or higher
            Corequisite: IECE 491
    1.7   Course catalog listing: Discussion of and reflection on the practicum placement, as well as career planning. This course prepares IECE majors to apply knowledge learned in previous courses.

2.   **Rationale:**

    2.1   Reason for developing the proposed course:
            This course is designed for Interdisciplinary Early Childhood Education students in the noncertification concentration and will be taken at the same time as IECE 491, Practicum in IECE.
    2.2   Projected enrollment in the proposed course: Based on current enrollment and on feedback from KCTCS sources about interest in a noncertification option, an enrollment of 15-20 is projected.
    2.3   Relationship of the proposed course to courses now offered by the department: No other similar courses are offered in the department.
            IECE 489 is designed to be taken along with IECE 491 *Practicum in IECE* during the final semester of coursework. The courses are designed as capstone experiences and provide students with the opportunity to apply skills and demonstrate mastery of critical skills taught throughout the IECE program.
    2.4   Relationship of the proposed course to courses offered in other departments: Students in the teacher certification concentration, who take IECE 490, also take EDU 489 Student Teaching Seminar, which addresses specifics related to teacher certification and successful completion of program requirements for teacher candidates P – 12. However, EDU 489 does not address issues related to early childhood educational professionals who are not seeking teacher certification. The proposed course will fulfill a similar function to EDU 489 for IECE non-certification students.
    2.5   Relationship of the proposed course to courses offered in other institutions: No other institutions in the state offer a similar course. This is probably because IECE programs are usually designed to prepare individuals to work in settings that require teacher certification.

3.   **Discussion of proposed course:**

    3.1   Course objectives: Students will be able to:
            • Reflect on their preparation and skills in working in an early childhood setting
            • Discuss the job application process and practice related skills

- Read and apply data from the assigned text, other books, and periodicals
- Apply professional codes of ethics to early childhood practice
- Engage in problem-solving related to collaboration, diversity, Early Childhood Standards, and positive behavioral supports
- Identify organizational structures and procedures for communication within that structure

3.2   Content outline:
- Professional code of ethics
- Career opportunities
- Resume development, job searching, and interviewing
- Diversity in Early Childhood Settings
- Collaboration
  - Interagency
  - Intra-agency
  - Families

3.3   Student expectations and requirements:
Evaluation of students will be based on:
Development of Professional Growth Plan
Participation in Professional Development Activities
Professional Development Journal

3.4   Tentative texts and course materials: no specific texts identified

4.   Resources:

4.1   Library resources: No library materials will be utilized for this course
4.2   Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support

5.   Budget implications:

5.1   Proposed method of staffing: Present IECE faculty
5.2   Special equipment needed: No special equipment required
5.3   Expendable materials needed: Typical classroom supplies
5.4   Laboratory materials needed: No laboratory materials needed

6.   Proposed term for implementation: Fall 2008

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

Department of Special Instructional Programs   <u> March 23, 2007   </u>

CEBS Curriculum Committee   _____

Professional Education Council   _____

University Curriculum Committee   _____

University Senate   _____

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

Proposal Date: March 12, 2007

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise A Program
(Action Item)

Contact Person: Vicki D. Stayton 745-3450, Vicki.stayton@wku.edu

1.   **Identification of program:**

1.1   Current program reference number: 526
1.2   Current program title: Interdisciplinary Early Childhood Education
1.3   Credit hours: 75

2.   **Identification of the proposed program changes:**
   • Add a noncertification concentration requiring 68 credit hours.
   • Eliminate the admission to professional education requirement.
   • In the new concentration replace IECE 490 and EDU 489 with IECE 491 and 489.

3.   **Detailed program description:**

See attached table for comparison of current and proposed programs.

4.   **Rationale for the proposed program change:**
The Interdisciplinary Early Childhood Education (IECE) major provides for the initial preparation in IECE. Western Kentucky University's IECE curriculum for the B.S. degree is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's (NAEYC) Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood (DEC) of the CEC's Personnel Standards. The adherence to both NAEYC and DEC/CEC standards recognizes that Early Care and Education settings serve children both with and without disabilities, and thus, teachers in those programs must be prepared in both sets of standards. Currently, the only option for students matriculating through this degree program is to complete the teacher certification option. Some individuals who seek a bachelor's degree and who want to work in the Early Care and Education field do not intend to seek careers that require teacher certification (e.g., Child Life Specialist, private preschools, Head start teacher, Early Head Start teacher). Since the development of Western's IECE program, the catalog description, brochures, and other materials have identified the program as preparing graduates for a variety of positions that do not require teacher certification (e.g., Head Start, childcare, private agency programs); however, a noncertification concentration has not been available to students. The proposed noncertification concentration is designed to meet this need and is being proposed, in part, based on discussions with faculty and administrators at Kentucky Community and Technical College System institutions who have expressed need for such an option. Several researchers have concluded that the quality of early childhood staff is, if not the most important, one of the most important factors in determining program quality and outcomes for children (e.g., Buysse, Wesley, Bryant, & Gardner, 1999; Kontos and Wilcox-Herzog, 2001; Cost, Quality and Child Outcomes Study Team, 1995). As a result, federal and state legislation requires and/or highly recommends that early childhood educators obtain specialized education in the field (e.g., Head Start Reauthorization act of 1998, Individuals with Disabilities education Act 0f 2004, and Kentucky's KIDS Now Legislation). With the increase in Early Care and Education programs nationally, multiple professional organizations have issued policy statements recommending uniform and distinctive early childhood pre-service preparation (e.g., American Federation of Teachers, Association for Supervision and Curriculum

Development, DEC/CEC, NAEYC, and the National Association of State Boards of Education). The proposed curriculum for the noncertification concentration is designed to prepare highly qualified graduates based on national and state recommended standards by:

- Adding a noncertification concentration with 68 hours in the majors to meet the needs of students who want a bachelor's degree in IECE, but who do not want to qualify for teacher certification. The major differences between this concentration and the certification concentration are the elimination of admission to professional education requirements, student teaching and the student teaching seminar. Therefore, if a student does decide at a later date to seek certification, he/she will only need to qualify for admission to professional education and complete the student teaching requirements.
- Eliminating the admission to professional education requirement. This change will facilitate the recruitment and retention of students from IECE programs at KCTCS institutions who want a bachelor's degree in IECE, but who do not want to qualify for teacher certification.
- Replacing IECE 490 *Student Teaching Infant/Toddler* and IECE 490 *Student Teaching Preschool* with IECE 491 *Practicum in Interdisciplinary Early Childhood Education*. Both NAEYC and DEC/CEC recommend that pre-service students complete a supervised experience in which they apply knowledge and skills with young children and their families. This practicum will allow students to apply knowledge and skills in a setting based on their career goals. In some cases, this may be their place of employment.
- Replace EDU 489 *Seminar in Student Teaching* with IECE 489 *Practicum Seminar in Interdisciplinary Early Childhood Education*. This practicum will provide a forum for discussion and reflection on the practicum placements, as well as an opportunity to address career planning.

5. **Proposed term for implementation and special provisions (if applicable):**
    Fall 2008

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

    Department of Special Instructional Programs   _____

    CEBS Curriculum Committee   _____

    Professional Education Council   _____

    General Education Committee   _____

    University Curriculum Committee   _____

    University Senate   _____

Attachment: Program Inventory Form

Current Program	Proposed Program
Bachelor of Science Interdisciplinary Early Childhood Education	*Bachelor of Science Interdisciplinary Early Childhood Education* ■ *Certification Concentration* ■ *Non-Certification Concentration*
Total Hours: 75	Total Hours: **68 - 75**
The major in interdisciplinary early childhood education (reference number 526) requires 75 hours and leads to a bachelor of science degree. A grade of "C" or higher must be earned for all professional education courses required for this major. No minor or second major is required.	The major in interdisciplinary early childhood education (reference number **526**) requires **68-75** hours and leads to a bachelor of science degree. A grade of "C" or higher must be earned for **all courses required for this major.** No minor or second major is required. Students select either the teacher certification concentration, 75 hours (which leads to initial certification for Birth to 5 years) or the non-certification concentration, 68 hours.
The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. Program graduates are eligible to apply for certification in Interdisciplinary Early Childhood Education (IECE), Birth to Primary. Graduates are prepared for preschool and kindergarten positions in public schools, First Steps, Head Start, and other public and private agencies serving young children and families.	The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. **Graduates of the certification concentration are eligible to apply for certification in Interdisciplinary Early Childhood Education (IECE), Birth to Primary. Graduates of this concentration are prepared for preschool and kindergarten positions in public schools, First Steps, Head Start, and other public and private agencies serving young children and families.** **Graduates of the non-certification concentration are prepared for preschool and kindergarten positions in private schools, First Steps Service Coordinator, Head Start, and other public and private agencies serving young children and families.**
The performance-based interdisciplinary program of study requires the courses listed below. Students must be admitted to professional education prior to enrollment in IECE 324, IECE 325, and IECE 326. Student teaching occurs during the final semester of the program.	The performance-based interdisciplinary program of study requires the courses listed below. **For the certification concentration students must be admitted to professional education prior to enrollment in IECE 324, IECE 325, and IECE 326. Student teaching occurs during the final semester of the program. For the non-certification**

	concentration admission to professional education is not required. The Practicum in Interdisciplinary Early Childhood Education and Practicum Seminar in IECE occur during the final semester of the program.
Professional Education – 75 hours	**Courses in the Major – 68 – 75 hours**
	The following courses are required for both Certification and Non-Certification Concentrations:
CFS 191 Child Development (3 hours)	*CFS 191 Child Development (3 hours)*
CFS 192 Working with Young Children and Families (3 hours)	*CFS 192 Working with Young Children and Families (3 hours)*
CFS 295 Curriculum Development for Infants & Toddlers (3 hours)	*CFS 295 Curriculum Development for Infants & Toddlers (3 hours)*
CFS 296 Curriculum Development for Preschool & Kindergarten Children (3 hours)	*CFS 296 Curriculum Development for Preschool & Kindergarten Children (3 hours)*
CFS 294 Assessment of Young Children (3 hours)	*CFS 294 Assessment of Young Children (3 hours)*
CD 481 Speech and Language Development (3 hours)	*CD 481 Speech and Language Development (3 hours)*
PE 313 Motor Development (2 hours)	*PE 313 Motor Development (2 hours)*
EXED 330 Introduction to Exceptional Child Education (3 hours)	*EXED 330 Introduction to Exceptional Child Education (3 hours)*
EXED 419 Assistive Technology (3 hours)	*EXED 419 Assistive Technology (3 hours)*
EXED 422 Collaboration & Inclusion in School & Community Settings (3 hours)	*EXED 422 Collaboration & Inclusion in School & Community Settings (3 hours)*
EXED 432 Applied Behavior Analysis (3 hours)	*EXED 432 Applied Behavior Analysis (3 hours)*
LME 318 Children's Literature (3 hours)	*LME 318 Children's Literature (3 hours)*
IECE 321 Family Supports & Services (3 hours)	*IECE 321 Family Supports & Services (3 hours)*
IECE 322 Planning Curriculum & Instruction for Diverse Learners (3 hours)	*IECE 322 Planning Curriculum & Instruction for Diverse Learners (3 hours)*
IECE 323 Positive Behavioral Supports with Young Children (3 hours)	*IECE 323 Positive Behavioral Supports with Young Children (3 hours)*
IECE 324 Advanced Assessment of Young	*IECE 324 Advanced Assessment of Young*

Children (3 hours)	***Children (3 hours)***
IECE 325 Partnerships with Families (3 hours)	***IECE 325 Partnerships with Families (3 hours)***
IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3 hours)	***IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3 hours)***
IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3 hours)	***IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3 hours)***
IECE 422 Advanced Curriculum Development for Young Children (3 hours)	***IECE 422 Advanced Curriculum Development for Young Children (3 hours)***
LTCY 310 Early Reading, Language, and Literacy (3 hours)	***LTCY 310 Early Reading, Language, and Literacy (3 hours)***
IECE 490 Student Teaching (Infant/Toddler) (5 hours)	
	Certification Concentration
IECE 490 Student Teaching (Preschool) (5 hours)	***IECE 490 Student Teaching (Preschool) (5 hours)***
EDU 489 Seminar on Student Teaching (3 hours)	***EDU 489 Seminar on Student Teaching (3 hours)***
	Non-Certification Concentration
	IECE 491 Practicum in Interdisciplinary Early Childhood Education (5 hours)
	IECE 489 Practicum Seminar in Interdisciplinary early Childhood Education (1 hour)

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

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

1. **Identification of proposed course**

    1.1 Prefix and Number: EDU 701

    1.2 Title: Teacher Leadership and Assessment I

    1.3 Abbreviated title: Teacher Leadership/Assessmt I

    1.4 Credit hours and contact hours: 3 credit hours

    1.5 Type of course: (L)-Lecture

    1.6 Prerequisites: None

    1.7 Catalog course listing:
    Focuses on a teacher leader role in the evaluation of international, national, state, and local assessment frameworks. Topics include the role of teacher leader in closing achievement gaps and improving student learning.

2. **Rationale**

    2.1 Reason for developing proposed course:

    This course is designed for graduate students seeking certification in Educational Administration, an Ed.D. in Educational Leadership, or an Educational Specialist Degree in the Curriculum and Instruction Program.

    School district personnel and principals have expressed a need for courses specific to teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). Teacher leaders must be knowledgeable in assessment practices so they may assume leadership roles in analyzing student performance on local, state, national, and international assessments and subsequently designing instruction based upon those results. The proposed course is designed to be the first course of a two-course assessment focus for students targeting teacher leadership in the proposed Ed.D. program. Specifically, this course will offer examinations of wide-ranging assessment initiatives from state, national, and international
    perspectives. The proposed course will seek to prepare students for the increased focus on teacher leadership that necessitates in-depth knowledge and capabilities in assessment practices.

    2.2 Projected enrollment in the proposed course:

    Estimated enrollment of the course is 20 students per offering. This number is derived from the anticipated enrollment in the proposed Ed.D. cohort along with the current enrollment of 516 students seeking certification in

Educational Administration.

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

The proposed course is a doctoral level course and will offer a unique blend of assessment and teacher leadership that is not found in courses presently offered in the College of Education and Behavioral Sciences Department of Curriculum and Instruction. 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; EDU 544, Classroom Teaching Strategies; and EDU 524, Education Assessment, offer assessment content, but do not place the teacher in a leadership role of disseminating assessment information to various stakeholder groups.

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

Clearly, other courses in other departments address assessment topics linked to that department's particular content. For example:

PSY 643 Psychoeducational Assessment includes a focus on
administering standardized tests for the purpose of evaluation of students referred for special education.

EXED 530 Advanced Assessment Techniques is targeted to special education assessment materials and methods, specifically focusing on interpreting standardized tests for Individual Education Plan development.

EDFN 500 Research Methods is designed to assist students in educational research, which includes reading and evaluating research materials.

IECE 521 Assessment in Interdisciplinary Early Childhood Education offers assessment learning experiences for students specializing in Early Childhood (i.e., birth through kindergarten).

Other courses in other departments that target assessment practices specific to that particular field of study include (but are not limited to): CNS 552, Testing and Assessment in Counseling; PE 515, Assessment in Physical Education; PSY 561 Advanced Assessment in Educational Settings; and PSY, 560, Assessment of Cognitive and Intellectual Functioning. The content of the proposed course content, however, is unique in that it offers in-depth curriculum in educational assessment from a teacher leadership perspective.

Other courses in the proposed Ed.D. program in Educational Leadership that focus on related topics include:

EDU 702 Teacher Leadership and Assessment II focuses on understanding the relationship between classroom assessments and curriculum decisions. The proposed course (EDU 701) is a prerequisite for EDU 702 in the proposed Ed.D. program. EDU 702 focuses on classroom assessments while EDU 701 focuses on assessment issues at the state, national, and international levels.

EDLD 721 Measurement and Validity in Leadership Research examines critical issues relating to validity, reliability, generalizability, usefulness of leadership research, and key requirements in the design of research. EDU 701, the proposed course, focuses on the teacher leadership role in state, national, international assessment practices unlike the focus of EDLD 721, which offers an in-depth study of measurement and validity.

EDLD 731 Advanced Data Analysis Tools in Leadership Research includes a study of statistical tools, statistical software and databases used in leadership research and problem-solving settings. The proposed course, EDU 701, will focus more on utilizing technology to present data to stakeholder groups and will not offer such an in-depth study on analysis procedures as EDLD 731.

2.5   Relationship of the proposed course to courses offered elsewhere:

A review of doctoral programs at some other universities found that these programs offered courses similar to this proposed course. Northern Kentucky University offers EDG 624 Pupil Assessment and Evaluation; California State University-Fresno offers EDL 211 Educational Evaluation, Assessment and Planning; Indiana State University offers ELAF 683 Leadership for Learning: Curriculum, Instruction, and Assessment to Support Improved Student Performance; Middle Tennessee State University offers SPSE 6140 Teacher Leadership for School Improvement; Missouri State University offers EAD 763 Curriculum; Design and Evaluation; and Youngstown State University offers EDADM 6915 Learning, Teaching and Instructional Leadership.

3. Discussion of proposed course

3.1 Course Objectives:

Students will be able to:

- Identify the framework of national and international assessments (e.g., No Child Left Behind; National Assessment Educational Progress)
- Utilize national and international assessment frameworks to evaluate the focus of classroom instruction and assessment
- Evaluate a variety of measures of assessment including standardized criterion-referenced and norm referenced tests
- Apply the concepts of reliability and validity when choosing assessments
- Interpret commonly reported standardized achievement scores (e.g., percentile ranks, standard scores, grade equivalent, stanines) to identify student strengths and also areas for improvement
- Identify and provide a rationale for the use of assessment results in classroom, community, and societal decision making
- Utilize technology for data analysis for presentation to stakeholder groups
- Coordinate team review of assessment data and planning of modifications based on assessment
- Lead small and large group discussions of assessment data
- Develop and present staff professional development activities focusing on assessment
- Mentor and coach teachers throughout the implementation of professional development activities focusing on assessment
- Develop opportunities for teacher collaboration through the evaluation of the professional development activities

3.2 Content outline:

Some topics included in the proposed curriculum include the application of national and international assessment frameworks, assessment evaluation and interpretation, utilizing assessment results for decision making, and use of technology for efficiency and communicative purposes.

- Evaluating a Variety of Measures of Assessment
  - Understanding National and International Assessment Frameworks as Applicable to Local Curriculum
  - Evaluate Standardized Tests for Validity, Reliability, and Usefulness for Specific Student Populations
  - Evaluate a Standardized Test Company's Practice Tools and Make Recommendations for School Implementation
  - Evaluate the Implications of National and Global Educational Reform on Assessment and Accountability
  - Evaluate the Role of National Standards in Assessment Development
- Teacher Leadership and Assessment
  - Lead Small and Large Group Assessment Analyses
  - Understanding Assessments Used in a Variety of School Settings
  - Lead Stakeholders in Decision Making Processes Based Upon Assessment Results
  - Develop, Lead, and Present Professional Development Activities with an Assessment Focus
  - Mentor Teachers Throughout the Implementation Process of Professional Development Activities
  - Coach Teachers to Determine the Impact and Refinement of Professional Development Activities
  - Create District and School Assessment Plans
- Utilizing Technology
  - Utilize Technology for Data Analysis for Presentation to Stakeholder Groups
  - Utilize Technology to Present Data Findings to Stakeholder Groups
  - Evaluate a Variety of Technological Methods for Data Analysis and Presentation Techniques

3.3 Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports and projects that will prepare them to exercise and implement equitable instruction, practices, and decision making designed to develop a school culture as well as instructional practices that effectively meet the varied needs of all learners and ensure student achievement.

3.4 Tentative texts and course material:

Required Textbooks:

Essex, N. (2006). *What every teacher should know about No Child Left Behind*. Boston, Ma: Allyn & Bacon, Inc.

Dabbs. P. (2005). *The nation's report card: An introduction to the National Assessment of Educational Progress* (NAEP). Washington, DC: NCES.

Wong, K., Nicotera, A., & Guthrie, J. (2007). *Successful schools and educational accountability: Concepts and skills to meet leadership challenges*. Boston, MA: Allyn & Bacon, Inc.

Recommended Texts:

Comer, J. (2004). *Leave no child behind: Preparing today's youth for tomorrow's world.* New Haven, CT: Yale University Press.
Gabriel, J. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

National Research Council, Jones, L., Mitchell, K., Pellegrino, J. (1999). *Grading the nation's report card: Evaluating NAEP and transforming the assessment of educational progress*. Washington, DC: National Academies Press

4. **Resources**

   4.1   Library resources: Present holdings are adequate.

   4.2   Computer resources:

   The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. **Budget Implications**

   5.1   Proposed method of staffing:
          Faculty in the Department of Curriculum and Instruction will teach this course.

   5.2   Special equipment needed:
          None.

   5.3   Expendable materials needed:
          None.

   5.4   Laboratory supplies needed:
          None.

6. **Proposed term for implementation:** Spring 2008

7. **Date of prior committee approval:**

   Department of Curriculum and Instruction   1-19-07

   CEBS Curriculum Committee   _____

   Professional Education Council   _____

   Graduate Council   _____

   University Senate   _____

Bibliography

Anderson, L. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, NJ: L. Erlbaum Associates.

Bloom, B., Madaus, G. & Hastings, J. (1981). Handbook on formative and summative evaluation of student learning. New York: MacGraw-Hill.

Hales, L. & Marshall, J. (2004). *Developing effective assessments to improve teaching and learning*. Norwood, MA: Christopher-Gordon Publishing.

Kentucky Department of Education. (2006). *CATS assessment support*. Retrieved September 6, 2006. http://www.education.ky.gov/KDE/Administrative+Resources/ Testing+and+Reporting+/District+Support/Tools+and+Resources/Downloads.htm

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Marzano, R., Pickering, D., and McTighe, J. (1993). Assessing student outcomes:

Performance assessment using dimensions of learning model. *Alexandria, VA: ASCD.*

Mertler, C. (2003). *Classroom assessment: A practical guide for educators*. Los Angeles: Pyrczak Publishing.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Government Printing Office.

Pankratz, R., & Petrosko, J. (Eds.). (2000). *All children can learn.* San Francisco: Jossey-Bass.

Popham, J. (2003). *Test Better, Teach Better*. Alexandria, VA: ASCD. .

Strong, R., Silver, H., & Perin, M., (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Alexandria, VA: ASCD.

United States Department of Education. (2002). *No child left behind: A desktop reference.* Washington, D.C.: Author.

Professional Journals

American Educational Research Journal

American Journal of Education
Applied Measurement in Education
Comparative Education Review
Economics of Education Review
Education and Culture
Educational Administration Quarterly
Educational and Psychological
    Measurement
Educational Assessment
Educational Evaluation and Policy
    Analysis
Educational Forum
Educational Leadership
Educational Measurement Issues &
    Practices
Educational Research
Educational Research Quarterly
Educational Researcher
Educational Theory
Equity & Excellence in Education
JEM, Journal of Educational
    Measurement
Journal of Education
Journal of Educational Measurement
Journal of Educational Research
Journal of General Education
Journal of School Leadership
Journal of Teacher Education
Kappa Delta Pi Record
National Forum of Educational
    Administration and Supervision
NEA Today
NFAER Journal (National Forum of Applied
    Education Research)
Peabody Journal of Education
Phi Delta Kappan
Research in the Schools
Review of Educational Research
Rural Education News
Rural Educator
Theory and Research in Social Education
Theory into Practice
Urban Education
Journal of Research in Childhood Education

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

Contact Person: Dr. Barbara Kacer   barbara.kacer@wku.edu   270.745.4430

1.   Identification of proposed course:

    1.1   Course prefix (subject area) and number: EDU 702
    1.2   Course title: Teacher Leadership and Assessment II
    1.3   Abbreviated course title: Teacher Lead & Assess II
    1.4   Credit hours and contact hours: 3 credit hours
    1.5   Type of course: Lecture
    1.6   Prerequisite: EDU 701
    1.7   Course catalog listing: Focuses on understanding the relationship between classroom assessments and curriculum decisions. Students will explore the concept of standards and standard setting processes in relationship to student depth of knowledge and assessment differentiation.

2.   Rationale:

    2.1   Reason for developing the proposed course:
           The proposed course is one of a series of courses designed for the Ed. D in Educational Leadership. Assessment concepts are presented in other graduate courses, but are not specific to teacher leadership. The proposed course content, however, will focus on the teacher leader role in evaluation of formal and informal assessment instruments, achievement data, and design of differentiated instruction and is not provided in other courses in the Department of Curriculum and Instruction.

           School district personnel and principals have expressed a need for courses specific to teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). Teacher leaders must be knowledgeable in assessment practices so they may assume leadership roles in analyzing student performance on classroom assessments and subsequently designing differentiated instruction as well as differentiated assessment based upon those results. The proposed course will seek to prepare students for this increased focus on teacher leadership coupled with assessment and accountability.

           Further, Kentucky Teacher Standards require teachers to be able to "plan assessments to guide instruction and measure learning objectives" and to analyze assessment data to guide instruction and learning and to measure learning progress." Assessment data may be from CATS testing (focused upon in EDU 701) or classroom formative and summative assessment (focused upon in the proposed course). Teacher leaders need current information on measurement and evaluation in order to better assist classroom teachers.

    2.2   Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.

    2.3   Relationship of the proposed course to courses now offered by the department: While there are courses offered within Curriculum and Instruction that discuss assessment (e.g., EDU 544), there are

no courses that focus upon design/analysis of classroom assessment data and design of instruction based upon those data. Additionally, no current course supports teachers as they learn to become leaders in the area of classroom measurement/evaluation and data driven instructional design.

2.4   Relationship of the proposed course to courses offered in other departments: Following is a sample of assessment courses offered in the College of Education and Behavioral Science. None of these courses have classroom measurement/evaluation/course design as a primary focus. While there are assessment courses offered in the College of Education, none specifically focus upon either (1) the teacher as leader or (2) design/analysis of classroom assessment results and subsequent design of instruction based upon those data.

EDU 522: Fundamentals of Differentiated Instruction
Designing a qualitatively different instruction for students with varying abilities, interests, learning profiles, and affect within the regular classroom experience. [This class does not focus upon teacher-made assessments.]

EDU 524: Educational Assessment
Study of assessment and evaluative techniques used by P-12 teachers, including norm-referenced and criterion-based data analyses that are utilized throughout the teaching and learning process. [This introductory course does not address psychometrics, nor does it address disaggregation of classroom assessments and data-driven instructional development.]

EDU 701: Teacher Leadership and Assessment I
Focuses on a teacher leader role in the evaluation of international, national, state, and local assessment frameworks that seek to close student achievement gaps and improve student learning. [EDU 702 differs from EDU 701 in that it specifically focuses upon design, use, and analysis of classroom (teacher-made) assessments.]

CNS 552: Testing and Assessment
Methods, techniques, statistics, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering, scoring and interpreting both objective and subjective instruments used in counseling. Survey of research design and statistics. Computer utilization in counseling and use of data in decision making.

PSY 560: Cognitive/Intellectual Assessment
WISC, WAIS and other individually administered tests used as basic tools in education, occupational guidance, and clinical diagnosis.

EXED 530: Advanced Assessment Techniques
Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.

EDFN 500: Research Methods
Designed to assist students in educational research, which includes reading and evaluating research materials.

EDFN 721: Measurement and Validity in Leadership Research
Students will examine critical issues relating to validity, reliability, generalizability, usefulness of leadership research, and key requirements in the design of research. This will include examining internal and external threats to validity, alternative assessment procedures, limitations to

generalizability, and identifying approaches that will lead to useful findings. [EDU 702 differs from EDFN 721 in that the focus upon validity and reliability in EDU 702 is specific to teacher-made assessments.]

IECE 521: Assessment in Interdisciplinary Early Childhood Education Assessment of learning experiences for students specializing in Early Childhood Education (birth—kindergarten).

2.5 Relationship of the proposed course to courses offered in other institutions: Following is a sample of relevant teacher leadership and measurement/evaluation/design courses.

Northern Kentucky University: EDG 624, Pupil Assessment and Evaluation; EDA 650, Leadership for School Program Improvement

Morehead State University: EDGC 661, Measurement Principles and Techniques; EDIL 669, Leadership for Problem Solving

Murray State University: ADM 644, Survey of Research in Effective Schools

Middle Tennessee State University: FOED 6630, Educational Tests and Measurements; SSPE 6140, Teacher Leadership for School Improvement

University of Northern Iowa: 270:311, Educational Leadership and Systems Change

3. Discussion of proposed course:

3.1 Course objectives:
Students will be able to:

- Describe methods for addressing issues of validity and reliability in teacher-made assessments
- Using assessable objectives, create a variety of valid and reliable classroom assessments
- Align classroom assessments with state and national standards
- Use psychometric data to improve the quality of classroom assessments
- Explain the relationship between classroom assessments and instructional decision-making.
- Disaggregate classroom assessment data and determine next steps
- Differentiate instruction on the basis of disaggregated data
- Effectively work with colleagues to more effectively use classroom assessments

3.2 Content outline:

Formatted: Bullets and Numbering

A. Basic principles of measurement and evaluation—teacher-made assessments and classroom data (CATS)
Understanding educational data
Reliability and validity
Difficulty and discrimination
Use of data
B. Instrument development
Aligning classroom assessments with state/national standards
Alignment with objectives

Selection of item types
Item/instrument construction
Constructing upper level assessment instruments
Diagnostic, formative, and summative assessment types
Connecting assessment with current classroom trends (e.g., *Thoughtful Education*)
C. Assessment data
Disaggregation
Item analysis/psychometrics
Use of data to either re-design instrument or (re-)design instruction
Use of data to differentiate objectives, assessment, and instruction

3.3 Student expectations and requirements
Grades will be based upon assignments such as the following:
- literature review in regard to current trends in classroom assessment
- critique of classroom assessments currently in use (validity, reliability, difficulty, discrimination)
- use of assessment data for unit development and determination of next steps
- collaboration with at least one colleague for the purpose of unit development/unit assessment/determination of next steps
- design and implementation of a professional development offering that addresses issues covered in this course

3.4 Tentative texts and course materials:

Anderson, L.W., Krathwohl, D. R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2000). *Taxonomy for learning, teaching and assessing: A revision of Bloom's taxomony of educational objectives*. Allyn Bacon: Boston, MA.

Oosterhof, A. (2002). *Developing and using classroom assessments*. (3rd ed.). Prentice-Hall, Inc.: Upper Saddle River, NJ.

Wiggins, G. P. & McTighe, J. (2005). *Understanding by design*. (2nd ed.). Prentice-Hall, Inc.: Upper Saddle River, NJ.

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: Faculty in CEBS
5.2 Special equipment needed: none
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2008

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

Department of Curriculum & Instruction   January 19, 2007

Department of Special Instructional Programs   January 19, 2007

CEBS Curriculum Committee   _____

Professional Education Council   _____
Graduate Council   _____

University Senate   _____

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

Bibliography
EDU 702

Ainsworth, L. (2003). *Power standards: Identifying the standards that matter most.* Englewood, CO: Advanced

    Learning Press.

Airasian, P. (2001). *Classroom assessment: Concepts and applications.* (4th ed.). New York, NY: McGraw Hill.

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    Wittrock, M.C. (2000). *Taxonomy for learning, teaching and assessing: A revision of Bloom's taxomony of*

    educational objectives. Allyn Bacon: Boston, MA.

Arter, J. & McTighe. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and*

    improving classroom performance. Thousand Oaks, CA: Corwin Press.

Chapman, C. & King, R. (2004). *Differentiated assessment strategies: One tool doesn't fit all.* Thousand Oaks, CA:

    Corwin Press.

Costa, A. & Kallick, B. (2004). *Assessment strategies for self-directed learning.* Thousand Oaks, CA: Corwin Press.

Gill, V. (2001) *The eleven commandments of good teaching: Creating classrooms where teachers can teach and*

    students can learn. Thousand Oaks, CA: Corwin Press.

Glasgow, N. & Hicks, C. (2003). *What successful teachers do: 91 research-based classroom strategies for new and*

    veteran teachers. Thousand Oaks, CA: Corwin Press.

Hurt, J. (2003). *Taming the standards: A commonsense approach to higher student achievement, K-12.* Portsmouth,

    NH: Heinemann.

Lewin, L. & Shoemaker, B. J. (1998). *Great performances: Creating classroom-based assessment tasks.* Alexandria,

    VA: Association for Curriculum and Development.

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for*

    increasing student achievement. Alexandria, VA: Association for Curriculum and Development.

Oosterhof, A. (2002). *Developing and using classroom assessments.* (3rd ed.). Prentice-Hall, Inc.: Upper Saddle River,

    NJ.

Reeves, D. (2002*) Holistic accountability: Serving students, schools, and community.* Thousand Oaks, CA: Corwin

    Press.

Squires, D. (2004). *Aligning and balancing the standards-based curriculum.* Thousand Oaks, CA: Corwin Press.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Curriculum and Development.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Curriculum and Development.

Wiggins, G. P. & McTighe, J. (2005). *Understanding by design*. (2nd ed.). Prentice-Hall, Inc.: Upper Saddle River, NJ.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices*. (2nd Ed.). Alexandria, VA: Association for Curriculum and Development.

Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin Company.

Journals

Action in Teacher Education
American Educational Research Journal
Applied Measurement in Education
Educational and Psychological Measurement
Educational Assessment
Educational Leadership
Educational Measurement Issues & Practices
Educational Research Quarterly
Educational Researcher
JEM, Journal of Educational Measurement
Journal of Educational Measurement
Journal of Educational Research
Journal of Psychoeducational Assessment
Phi Delta Kappan
Research in the Schools
Review of Educational Research

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 03/21/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Mental Health Counseling. All five members of the subcommittee reviewed the application and returned their recommendations to me by 03/21/07.

Subcommittee members reviewed the application using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that V.D. be unconditionally admitted to the program in Mental Health Counseling.

I have forwarded the application to Graduate Studies in accordance with the recommendation of the Alternate Admission Subcommittee.