

**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – September 3, 2013**  
**GRH 3073**

I. Approval of Minutes of the July 2, 2013 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Revise Course Prerequisites/Corequisites – EDU 701, Teacher Leadership and Assessment I
2. Revise Course Prerequisites/Corequisites – EDU 702, Teacher Leadership and Assessment II
3. Revise Course Prerequisites/Corequisites – IED 703, Equity Pedagogy and Issues of Diversity
4. Revise Course Prerequisites/Corequisites – IED 704, Leadership and the Ethics of Teaching
5. Revise a Program – LTCY 044, Literacy Education

Educational Leadership Doctoral (EdD) Program

1. Revise a Program – 0010 Educational leadership (EDD)

III. **Other Business**

--Report from the Alternate Admission Subcommittee

--Elect a Vice-Chair

--Select new members for the Alternate Admission Subcommittee

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamel.petty@wku.edu, 745-2922

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: EDU 701
  - 1.2 Course title: Teacher Leadership and Assessment I
  - 1.3 Credit hours: 3
- 2. Current prerequisite:** None
- 3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor
- 4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.
- 5. Effect on completion of major/minor sequence:** Not applicable
- 6. Proposed term for implementation:** Spring 2014
- 7. Dates of prior committee approvals:**

School of Teacher Education	_____8/22/13_____
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamel.petty@wku.edu, 745-2922

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: EDU 702
  - 1.2 Course title: Teacher Leadership and Assessment II
  - 1.3 Credit hours: 3
  
- 2. Current prerequisite:** None
  
- 3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor
  
- 4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.
  
- 5. Effect on completion of major/minor sequence:** Not applicable
  
- 6. Proposed term for implementation:** Spring 2014
  
- 7. Dates of prior committee approvals:**

School of Teacher Education	8/22/13
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamel.petty@wku.edu, 745-2922

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: IED 703
- 1.2 Course title: Equity Pedagogy and Issues of Diversity
- 1.3 Credit hours: 3

**2. Current prerequisite:** None

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

**5. Effect on completion of major/minor sequence:** Not applicable

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

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

School of Teacher Education \_\_\_\_\_ 8/22/13 \_\_\_\_\_

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamel.petty@wku.edu, 745-2922

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: IED 704
  - 1.2 Course title: Leadership and the Ethics of Teaching
  - 1.3 Credit hours: 3
  
- 2. Current prerequisite:** None
  
- 3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor
  
- 4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.
  
- 5. Effect on completion of major/minor sequence:** Not applicable
  
- 6. Proposed term for implementation:** Spring 2014
  
- 7. Dates of prior committee approvals:**

School of Teacher Education	_____8/22/13_____
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Dr. Nancy Hulan, [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu), 270-745-4324

**1. Identification of program:**

- 1.1 Current program reference number: 044
- 1.2 Current program title: Literacy Education
- 1.3 Credit hours: 36

**2. Identification of the proposed program changes:**

- Correction of a typographical error discovered in MAE-Literacy Education degree program Specialization component. Currently listed as ENG 596 Writing Project (3 hours). Correction needs to state ENG 597 Writing Project (3 hours).

**3. Detailed program description:**

<b>Current Program</b> <u>Master of Arts in Education – Literacy</u> (Reading Endorsement P-12)	<b>Proposed Program</b> <u>Master of Arts in Education – Literacy</u> (Reading Endorsement P-12)
<p>Master of Arts in Education: Literacy Education, Ref. #044 Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a>. The Literacy Education, which leads to the Master of Arts in Education, is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors. Thesis and non-thesis options are available to students. Students in the non-thesis option complete a comprehensive literacy project.</p> <p>Admission to the Literacy Education program requires:</p>	<p>Master of Arts in Education: Literacy Education, Ref. #044 Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a>. The Literacy Education, which leads to the Master of Arts in Education, is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors. Thesis and non-thesis options are available to students. Students in the non-thesis option complete a comprehensive literacy project.</p> <p>Admission to the Literacy Education program requires:</p>

<p>GRE scores (converted with undergraduate GPA to a GAP score)</p> <p>Scores after October 1, 2002 but prior to August 2011- The required GAP score based on the GRE is 2300 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.</p> <p>Scores August 2011 and after - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher.</p> <p>Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.</p> <p>Applicants must submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.</p> <p>Degree Requirements <i>Required Professional Education Component- 21 hours</i> LTCY 518 Literacy Education and technology (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) LTCY 521 Reading Intervention Practicum (3</p>	<p>GRE scores (converted with undergraduate GPA to a GAP score)</p> <p>Scores after October 1, 2002 but prior to August 2011- The required GAP score based on the GRE is 2300 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.</p> <p>Scores August 2011 and after - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher.</p> <p>Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.</p> <p>Applicants must submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.</p> <p>Degree Requirements <i>Required Professional Education Component- 21 hours</i> LTCY 518 Literacy Education and technology (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) LTCY 521 Reading Intervention Practicum (3</p>
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<p>hours)  LTCY 524 Content Area Literacy (3 hours)  LTCY 527 Literacy Learning &amp; Cultural Differences (3 hours)  LTCY 528 Literacy Research Methods &amp; Evaluation (3 hours)  <i>Specialization Component-6 hours</i>  Choose one of the following (3 hours)  LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)  LTCY 624 Seminar in Literacy Issues and Trends (3 hours)  LTCY 695 Internship in Literacy Supervision (3 hours)  Restricted Electives: Choose one of the following (3 hours)  PSY 510 Advanced Educational Psychology (3 hours)  PSY 511 Psychology of Learning (3 hours)  PSY 519 Psychological Perspectives on Classroom Behavior (3 hours)  PSY 540 Behavior Problems of Childhood and Adolescence (3 hours)  ELED 503 Organization of Elementary School Curriculum (3 hours)  MGE 571 Middle School Curriculum (3 hours)  SPED 516 Exceptional Child: Perspectives &amp; Issues (3 hours)  SEC 580 Curriculum (3 hours)  ENG 596 Writing Project (3 hours)  LME 518 Advanced Children's Literature (3 hours)  LME 527 Literature for Young Adults (3 hours)  SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)  IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours)  <i>Research Foundations</i>  EDFN 500 Research Methods (3 hours)  <i>Thesis Option</i>  LTCY 599 Thesis (6 hours)</p> <p><i>Non-Thesis Option-6 hours</i>  LTCY 522 Investigations in Reading (3 hours)  LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p>	<p>hours)  LTCY 524 Content Area Literacy (3 hours)  LTCY 527 Literacy Learning &amp; Cultural Differences (3 hours)  LTCY 528 Literacy Research Methods &amp; Evaluation (3 hours)  <i>Specialization Component-6 hours</i>  Choose one of the following (3 hours)  LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)  LTCY 624 Seminar in Literacy Issues and Trends (3 hours)  LTCY 695 Internship in Literacy Supervision (3 hours)  Restricted Electives: Choose one of the following (3 hours)  PSY 510 Advanced Educational Psychology (3 hours)  PSY 511 Psychology of Learning (3 hours)  PSY 519 Psychological Perspectives on Classroom Behavior (3 hours)  PSY 540 Behavior Problems of Childhood and Adolescence (3 hours)  ELED 503 Organization of Elementary School Curriculum (3 hours)  MGE 571 Middle School Curriculum (3 hours)  SPED 516 Exceptional Child: Perspectives &amp; Issues (3 hours)  SEC 580 Curriculum (3 hours)  <b>ENG 597 Writing Project (3 hours)</b>  LME 518 Advanced Children's Literature (3 hours)  LME 527 Literature for Young Adults (3 hours)  SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)  IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours)  <i>Research Foundations</i>  EDFN 500 Research Methods (3 hours)  <i>Thesis Option</i>  LTCY 599 Thesis (6 hours)</p> <p><i>Non-Thesis Option-6 hours</i>  LTCY 522 Investigations in Reading (3 hours)  LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p>
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<p><i>Notes: Hours above 30 may count toward Rank 1. To be recommended for the Reading P-12 Endorsement, one must submit a qualifying score on the PRAXIS II exam for Reading P-12. For current <u>PRAXIS II</u> information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website: <a href="http://www.ets.org/praxis/ky/requirements">http://www.ets.org/praxis/ky/requirements</a></i></p>	<p><i>Notes: Hours above 30 may count toward Rank 1. To be recommended for the Reading P-12 Endorsement, one must submit a qualifying score on the PRAXIS II exam for Reading P-12. For current <u>PRAXIS II</u> information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website: <a href="http://www.ets.org/praxis/ky/requirements">http://www.ets.org/praxis/ky/requirements</a></i></p>
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**4. Rationale for the proposed program change:**

- There is a typographical error in the specialization component in a course listed in the MAE-Literacy Education degree program.

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

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

School of Teacher Education	<u>8/23/13</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of program:**

- 1.1 Current program reference number: 0010
- 1.2 Current program title: Educational Leadership (EDD)
- 1.3 Credit hours: 60 hours beyond the master’s degree

**2. Identification of the proposed program changes:**

Revise program admission policy with respect to GRE/GAP scores and additional requirements for international students.

**3. Detailed program description:**

Current admission policy	Proposed admission policy
<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ul style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</li> <li>7. Official GRE scores that meet the minimum GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog</li> </ul>	<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ul style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</li> <li>7. Official GRE scores. <b>Scores that enable applicants to</b> meet the minimum GRE and GAP* scores for doctoral degrees as described in the</li> </ul>

<p>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion</p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p>	<p>WKU Graduate Catalog <b>are preferred.</b> (Note: <b>The WKU Ed.D. program uses the master's or other graduate degree GPA for GAP calculation.</b>)</p> <p>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion <b>or if Analytic Writing score falls below preferred minimum</b></p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, <del>or</del> a minimum of 7.0 on the IELTS; <b>or a degree from an institution with English as the language of instruction</b>)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p>
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**4. Rationale for the proposed program change:**

Proposed changes reflect minor adjustments to Graduate Studies doctoral degree requirements to allow for a more holistic evaluation of Educational Leadership Doctoral Program applicants by the program's admissions committee.

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

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

EDD Leadership Council	<u>8-22-2013</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/08/13

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee recently conducted individual reviews of three applications for alternate admission to the EdD program in Educational Leadership and returned their recommendations to me by 8/8/13. Four of the five subcommittee members participated in reviewing the alternate admission portfolios. Subcommittee members recommended that L.K, J. K., and Z.D. be admitted in good standing to the EdD program.

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