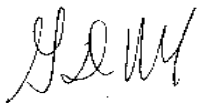


Rec. # 2012-11-01 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the Graduate Council Report dated November 2012, and approved in the Senate to the Provost for endorsement.

Approved 11/20/2012



Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: November 2012

FROM: Graduate Studies and Research

The Graduate Council submits the following items from the October 11, 2012, meeting for consideration. Items marked with an asterisks [*] are information items.

- I. Delete a Course
PSY 475G Grant Writing
- II. Multiple Revisions to a Course
PSY 480G Physiological Psychology
GEOG 419G GIS Applications Development
GEOS 520 Geoscience Data Analysis
- III. Revise Course Prerequisites/Corequisites
CNS 559 Techniques of Counseling
PSY 405G Cognitive Psychology
PSY 410G Psychology of Learning
PSY 513 Advanced Statistical Analysis
PSY 514 Program Evaluation
AMS 580 Six Sigma Quality
- IV. Revise a Course Title
FACS 577 Seminar in Child Development Research
- V. Revise a Program
*Planned Sixth Year/Rank I: Standard Guidance, Ref. #048
*Certification Only, Provisional to P-12 Standard Guidance, Concentration, KGCP, Ref. #159
Alternate Route to Teacher Certification/MAE: Secondary Education, Ref. #103
Alternate Route to Teacher Certification/MAE: Middle Grades Education, Ref. #139
Graduate Certificate Program in Geographic Information Science, Ref. #203
Master of Science in Kinesiology, Ref. #0454
Master of Arts in Organizational Communication, Ref. #0012

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Delete a Course
(Consent Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 475G
- 1.2 Course title: Grant Writing
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been offered in more than 5 years, and there are no plans to offer the course in the future.

3. Effect of course deletion on programs or other departments, if known: This course is not required in the psychology majors and so its deletion will have no effect on program completion.

4. Proposed term for implementation: Spring 2013

5. Dates of prior committee approvals:

Department of Psychology: 4/13/2012

CEBS Curriculum Committee 9/4/2012

Graduate Council 10/11/12

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 480G
- 1.2 Course title: Physiological Psychology
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Physiological Psychology
- 2.2 Proposed course title: Behavioral Neuroscience
- 2.3 Proposed abbreviated title: Behavioral Neuroscience
- 2.4 Rationale for revision of course title: This change reflects contemporary nomenclature. The textbook used for this class was titled *Foundations of Physiological Psychology* until the latest edition which has the title *Foundations of Behavioral Neuroscience*. There was no substantive change in the content of the text other than to bring it more up to date.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites: PSY 100, and junior standing or permission of the instructor.
- 4.2 Proposed prerequisites: A research methods course or permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: A research methods course will provide students with knowledge and skills that should contribute to success in PSY 480G.
- 4.4 Effect on completion of major/minor sequence: PSY 480G is not a required course for any graduate program so this change will have no effect on degree completion.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Study of physiological mechanisms underlying behavior with an emphasis on current research on neurological, biochemical, and sensory mechanisms as they influence behavior.
- 5.2 Proposed course catalog listing: An examination of the neurological bases of human and animal behavior emphasizing brain processes and structures underlying major psychological constructs such as sensation and perception, learning and memory, motivation and emotion, communication, reproductive behavior, and neurological and psychological disorders.
- 5.3 Rationale for revision of course catalog listing: The revised course listing more clearly describes the content of the course.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall 2013

8. Dates of prior committee approvals:

Department of Psychology:	<u>12/14/2011</u>
CEBS Curriculum Committee	<u>9/4/2012</u>
Graduate Council	<u>10/11/12</u>
University Senate	_____

Attachment: Course Inventory Form

**Department of Geography and Geology
Odgen College of Science And Engineering
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jun Yan e-mail: jun.yan@wku.edu Phone: -55982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 419G
- 1.2 Course title: GIS Applications Development
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: GIS Applications Development
- 2.2 Proposed course title: GIS Programming
- 2.3 Proposed abbreviated title: GIS Programming
- 2.4 Rationale for revision of course title: The GIS industry has progressed from programming with structured computer languages (usually developing a typical applications system) to programming with both structured and advanced scripting languages (such as Python). The new title, *GIS Programming*, covers a broader spectrum than the current title, *GIS Applications Development*. This revised title provides flexibility to cover either structured programming or scripting in future course offerings, although the course emphasizes scripting in GIS.

3. Revise course prerequisites:

- 3.1 Current prerequisites: GEOG 317, and CS 230 or CS 170
- 3.2 Proposed prerequisites: GEOG 317 and CS 170
- 3.3 Rationale for revision of course prerequisites: The revised course, GIS Programming, will cover Python scripting in ArcGIS. To keep up with the changes in the GIS industry, prior skills in Python are required. CS 170 covers Python programming. CS 230 is dropped as a prerequisite as it covers Visual Basic.NET.
- 3.4 Effect on completion of major/minor sequence: None.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department:	<u>8/31/2012</u>
OCSE Graduate Curriculum Committee	<u>9/28/12</u>
Graduate Council	<u>10/11/12</u>
University Senate	_____

Attachment: Course Inventory Form

**Department of Geography and Geology
Ogden College of Science and Engineering
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jun Yan e-mail: jun.yan@wku.edu Phone: -55982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOS 520
- 1.2 Current course title: Geoscience Data Analysis
- 1.3 Credit hours: 4

2. Revise course title:

- 2.5 Current course title: Geoscience Data Analysis
- 2.6 Proposed course title: Geoscience Statistical Methods
- 2.7 Proposed abbreviated title: Geoscience Statistical Methods
- 2.8 Rationale for revision of course title: The revised title more accurately reflects the focus of the course, with “statistical methods” a more encompassing term than simply data analysis.

5. Revise course prerequisites:

- 3.1 Current prerequisites: GEOG 491
- 3.2 Proposed prerequisites: GEOG 391 or equivalent
- 3.3 Rationale for revision of course prerequisites: The course number for the prerequisite was changed some years ago but has not been reflected in the current catalog description.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Geography and Geology Department	_____ 8/31/2012 _____
Ogden Curriculum Committee	_____ 9/28/12 _____
Graduate Council	_____ 10/11/12 _____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 745-4953

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 559
- 1.2 Course title: Techniques of Counseling
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Prerequisite: CNS 558 Counseling Theories

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Departmental permission.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

Current prerequisite is not essential and creates scheduling and program planning issues. The addition of departmental permission as a prerequisite ensures that departmental advising procedures have been followed.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2013

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 4/11/12

CEBS Curriculum Committee 9/04/2012

Professional Education Council 9/12/2012

Graduate Council: 10/11/12

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, e-mail: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSY 410G
- 1.2 Course title: Psychology of Learning
- 1.3 Credit hours: 3

2. Current prerequisites:

PSY 100, and junior standing or permission of the instructor

3. Proposed prerequisites: A research methods course or permission of the instructor.

4. Rationale for the revision of prerequisites:

A research methods course will provide students with knowledge and skills that should contribute to success in PSY 410G.

5. Effect on completion of major/minor sequence:

PSY 410G is not a required course for any graduate program so this change will have no effect on degree completion.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Psychology:	<u>12/14/2011</u>
CEBS Curriculum Committee	<u>9/4/2012</u>
Graduate Council	<u>10/11/12</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 513
 - 1.2 Course title: Advanced Statistical Analysis
 - 1.3 Credit hours: 3
- 2. Current prerequisites requirements:** PSY 512 or permission of instructor.
- 3. Proposed prerequisites requirements:** Graduate standing or permission of instructor.
- 4. Rationale for the revision of prerequisite requirements:** Having PSY 512 as a prerequisite only served the purpose of maintaining course sequencing. The content of PSY 512 is not required for student success in PSY 513. Because of recent changes to the Psychology M.A. Program, students in the Clinical Psychology Concentration will take PSY 513, but PSY 512 is no longer required in that concentration. In the new Psychological Science Concentration, some students may complete PSY 513 before enrolling in PSY 512.
- 5. Effect on completion of major/minor sequence:** This change has no effect on completion of the M.A. program other than to remove a prerequisite requirement for a course that students in the Clinical M.A. concentration are not required to take.
- 6. Proposed term for implementation:** Fall 2013
- 7. Dates of prior committee approvals:**

Department of Psychology:	<u>April 13, 2012</u>
CEBS Curriculum Committee	<u>9/4/2012</u>
Graduate Council	<u>10/11/12</u>
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSY 514
- 1.2 Course title: Program Evaluation
- 1.3 Credit hours: 3

2. Current prerequisites requirements: PSY 512 or equivalent.

3. Proposed prerequisites requirements: Graduate standing or permission of instructor.

4. Rationale for the revision of prerequisite requirements: Having PSY 512 as a prerequisite only served the purpose of maintaining course sequencing. The content of PSY 512 is not required for student success in PSY 514. Because of recent changes to the Psychology Ed.S..Program requirements, students in that program are no longer required to take PSY 512.

5. Effect on completion of major/minor sequence: This change has no effect on completion of the Ed.S. program other than to remove a prerequisite requirement for a course that students in that program are not required to take.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Psychology:	<u>April 13, 2012</u>
CEBS Curriculum Committee	<u>9/4/2012</u>
Graduate Council	<u>10/11/12</u>
University Senate	_____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Doggett Mark e-mail: mark.doggett@wku.edu Phone: 270-745-6951

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 580
- 1.2 Course title: Six Sigma Quality
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements: None

3. Proposed prerequisites/corequisites/special requirements:

Instructor approved statistics course and statistical process control (SPC) course.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

This course covers advanced quality concepts and statistical process control (SPC) in addition to the management and application of six sigma methodologies including the DMAIC process and data-driven decision making. Students need to have a fundamental understanding and knowledge of basic SPC and inferential statistics.

5. Effect on completion of major/minor sequence:

This course is one of six courses that can be selected by students to satisfy a nine-credit hour requirement for the major. Impact on the major will be minimal.

This course is one of the required courses for the Lean Six Sigma certificate. Students seeking the certificate can also take AMS 671, which will satisfy the SPC requirement and an additional course in the certificate, but will need to demonstrate proficiency in basic statistics.

6. Proposed term for implementation:

Fall 2013

7. Dates of prior committee approvals:

AMS Department 8/20/12

OCSE Graduate Curriculum Committee 9/28/12

Graduate Council 10/11/12

University Senate _____

Proposal Date: August 20, 2012

**College of Health and Human Services
Family and Consumer Sciences Department
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Jonghee Shim, jonghee.shim@wku.edu, 745-4613

- 1. Identification of course:**
 - 1.1 Current course prefix and number: FACS 577
 - 1.2 Current course title: Seminar in Child Development Research
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Child Development Theory and Research
- 3. Proposed abbreviated course title:** CHILD DEV THEORY AND RESEARCH
- 4. Rationale for the revision of course title:** To more accurately reflect the course description, which includes the analysis of current theories and research in child development.
- 5. Proposed term for implementation:** Summer 2013
- 6. Dates of prior committee approvals:**

Family and Consumer Sciences Department:	<u>August 20, 2012</u>
CHHS Graduate Curriculum Committee:	<u>8/27/2012</u>
Professional Education Council:	<u>9/12/2012</u>
Graduate Council:	<u>10/11/12</u>
University Senate:	_____

Attachment: Course Inventory Form

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

Contact Person: Bill Kline, bill.kline@wku.edu, 56318

1. Identification of program:

- 1.4 Current program reference number: #048
- 1.5 Current program title: Planned Sixth-Year/Rank I: Standard Guidance
- 1.6 Credit hours: 6 – 24. To be recommended for Rank I: Standard Guidance, student must have completed a total of at least 60 graduate hours, including a master’s degree in school counseling and P-12 certification.

2. Identification of the proposed program changes:

- Clarify admission requirements
- Revise program requirements
- Clarify requirements for continuing certification, standard guidance, and Rank I.

3. Detailed program description:

<p>Planned Sixth-Year/Rank I: Standard Guidance, Ref. #048</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://www.wku.edu/csa/programs/programs_ored.php</p> <p>For individuals with a master's degree in school counseling, the Rank I leads to standard guidance certification. The Rank I is designed to provide additional preparation and competency for the school counselor.</p> <p>The combined master's and Rank I program requires a minimum of 60 hours and one year's experience as a school counselor. Many individuals complete the course work prior to completing the experience requirements.</p>	<p>Planned Sixth-Year/Rank I and Standard Guidance Certification Program, Ref. #048</p> <p>Current program information (e.g., admission requirements, required curriculum, etc.) is found on the departmental website at: http://www.wku.edu/csa/sc/rank1.php.</p> <p>This program is designed for individuals with a master's degree in school counseling who have a Kentucky School Counselor Certification. Program requirements are presented in three parts: courses for P-12 Certification, additional courses for Standard Guidance Certification, and additional courses for Rank I status. The P-12, Standard Guidance, and Planned 6th Year Rank I course work is designed to provide additional preparation and competency for school counseling.</p> <p>P-12 Certification is a prerequisite for Standard Guidance and Rank I status. Individuals certified at the elementary (Grades K-8) or secondary (Grades 5-12) levels must first complete the 6 semester hours required to obtain P-12 Certification. The combined master's and Rank I programs for individuals with P-12 Guidance Certification require a minimum of 60 hours. Standard Guidance Certification is earned after one year of experience as a school counselor for those certified as teachers and two years of experience for those not previously certified as teachers. Many individuals complete the course work prior to</p>
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Admission Requirements

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

Program Requirements (for individuals who possess a provisional school counseling certificate)

The specific requirements for the Planned Sixth-Year/Rank I: Standard Guidance are as follows:

Master's in School Counseling 30-36 hours

CNS 556 Developmental Career Counseling 3 hours

CNS 666 Legal & Ethical issues in Counseling 3 hours

CNS Electives 6 hours

Advisor Approved Electives 12-18 hours Minimum

Total Hours: 60 hours

Individuals who currently have Provisional Guidance Certification in either Elementary or Secondary Guidance

may extend their certification to P-12 by taking two of the following courses:

CNS 568 Counseling Children and Adolescents

CNS 590 Practicum

CNS 660 Administration of Counseling Services

completing the experience requirements.

Admissions Requirements

To be admitted to the P-12, Standard Guidance, and Rank I Programs, applicants must complete the Graduate Studies application process. Admission requires applicants to document completion of a master's degree in school counseling and current certification as a school counselor in Kentucky.

Program Requirements

Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant's school counseling master's degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the school counseling master's degree.

RANK I AND STANDARD GUIDANCE CERTIFICATION REQUIREMENTS FOR INDIVIDUALS WHO POSSESS CURRENT SCHOOL COUNSELING CERTIFICATION AT THE ELEMENTARY (GRADES K-8) OR SECONDARY (GRADES 5-12) LEVEL

State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:

CNS 568 Counseling Children and Adolescents 3 hours

CNS 660 Administration of Counseling Services 3 hours

STANDARD GUIDANCE PROGRAM REQUIREMENTS FOR INDIVIDUALS HOLDING THE P-12 SCHOOL COUNSELING CERTIFICATE AND WHO HAVE COMPLETED A 30 OR 36-HOUR PROGRAM IN SCHOOL COUNSELING

The following courses (6 hours) are required to achieve Standard Guidance Certification:

CNS 556 Developmental Career Counseling 3 hours

CNS 666 Legal and Ethical Issues in Counseling 3 hours

STANDARD GUIDANCE PROGRAM REQUIREMENTS FOR INDIVIDUALS HOLDING THE P-12 SCHOOL COUNSELING CERTIFICATE AND WHO HAVE COMPLETED A 48-HOUR PROGRAM IN SCHOOL COUNSELING CONSISTENT WITH CACREP SCHOOL COUNSELING STANDARDS

**The following courses (6 hours) are required to qualify for Standard Guidance Certification:
CNS 666 Legal and Ethical Issues in Counseling 3 hours AND**

One of the following courses:

CNS 592 Crisis Counseling 3 hours

CNS 637 Theories of Addiction 3 hours

CNS 569 Play Therapy 3 hours

RANK I PROGRAM REQUIREMENTS FOR INDIVIDUALS WITH STANDARD GUIDANCE CERTIFICATION WHO HAVE COMPLETED A 30 OR 36-HOUR PROGRAM IN SCHOOL COUNSELING

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's master's degree program in school counseling and those completed to qualify for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

All individuals must take

CNS 658 Seminar Guidance/Counseling 3 hours – AND - Five of the following courses not previously completed:

CNS 592 Crisis Counseling 3 hours

CNS 637 Theories of Addiction 3 hours

CNS 569 Play Therapy 3 hours

CNS 584 Counseling Violent and Dysfunctional Families 3 hours

CNS 586 Parenting Issues 3 hours

CNS 562 Counseling Adolescents 3 hours

CNS 653 Brief Counseling 3 hours

CNS 580 Family Life Studies 3 hours

One CNS Elective selected with prior approval of advisor.

RANK I PROGRAM REQUIREMENTS FOR INDIVIDUALS WITH STANDARD GUIDANCE CERTIFICATION WHO HAVE COMPLETED A 48-HOUR PROGRAM IN SCHOOL COUNSELING CONSISTENT WITH CACREP SCHOOL COUNSELING STANDARDS

Two of the following courses (6 hours) are required to qualify for Rank I Status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's 48 hour master's degree program and to hours completed for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

CNS 592 Crisis Counseling 3 hours

CNS 637 Theories of Addiction 3 hours

<p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program. For certified teachers, completion of a second master's degree in school counseling provides eligibility for Rank I pay status.</p>	<p>CNS 569 Play Therapy 3 hours CNS 584 Counseling Violent and Dysfunctional Families 3 hours CNS 586 Parenting Issues 3 hours CNS 562 Counseling Adolescents 3 hours CNS 653 Brief Counseling 3 hours CNS 580 Family Life Studies 3 hours One CNS Elective selected with prior approval of advisor.</p> <p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student's program.</p>
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4. Rationale for the proposed program change:

- The previous information about admission requirements did not provide sufficient explanation of the admission requirements applicable to students in three different situations: those seeking only the Rank I, those seeking certification-only to move from Provisional to Standard P-12 Guidance, and those seeking to extend their elementary or secondary guidance certification to P-12. The proposed admission requirements will provide greater clarity.
- Program requirements for Standard Guidance Certification and Rank I were specified to reflect curricular changes effective fall 2011 in the MAE School Counseling program #046 (48 semester hours) and address the curriculum of individuals completing the School Counseling Program prior to 2011. The programs prior to 2011 included variable curricular requirements and total semester hours (30 and 36 semester hours).
- Proposed changes reflect courses necessary to meet state regulations for Standard Guidance Certification and Rank I status for individuals who have completed these variable programs of study. Revisions reflect state regulations for provisional certification to provide requirements for P-12 provisional certification.

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

Upon approval of the Professional Education Council

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs

7/20/2012

CEBS Curriculum Committee

9/04/2012

Professional Education Council

9/12/2012

Graduate Council (for information)

10/11/2012

University Senate (for information)

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

Contact Person: Bill Kline, bill.kline@wku.edu, 56318

1. Identification of program:

- 1.1 Current program reference number: #159
- 1.2 Current program title: Certification-only, Provisional to P-12 Standard Guidance, Concentration KGCP
- 1.3 Credit hours: 6-12

2. Identification of the proposed program changes:

- Clarify admission requirements
- Revise program requirements
- Clarify requirements for continuing certification and standard guidance.

3. Detailed program description:

<p>Provisional to P-12 Standard Guidance, Concentration KGCP, Ref.#159</p> <p>Complete program information (e.g., admission requirements, curriculum, etc.) may be found on the departmental website. Students may pursue the certifications listed below as certification-only programs or as part of the Planned Sixth-Year/Rank I in Guidance.</p>	<p>Provisional to P-12 Standard Guidance, Concentration KGCP, Ref.#159</p> <p>Current program information (e.g., admission requirements, required curriculum, etc.) is found on the departmental website at: http://www.wku.edu/csa/sc/. Students may pursue the certifications listed below as certification-only programs or as part of the Planned Sixth-Year/Rank I in Guidance. Those seeking the Planned Sixth-Year/Rank I in Guidance should note that it requires other course work in addition to the courses described below.</p> <p>The Provisional to P-12 Standard Guidance program is designed for individuals with a master's degree in school counseling who have provisional P-12 Guidance Certification. P-12 Guidance Certification is a prerequisite for Standard Guidance Certification. Individuals certified at the elementary (Grades K-8) or secondary (Grades 5-12) levels must first complete the 6 semester hours required to obtain P-12 Certification.</p> <p><u>Standard Guidance Certification requires both completion of required course work and completion of one year of employment as a school counselor for those certified as teachers or two years of employment for those not previously certified as teachers. Many individuals complete the course work prior to completing the experience requirements.</u></p>
<p>Admission Requirements To be admitted to pursue P-12 Standard Guidance certification applicants must document completion of a</p>	<p>Admissions Requirements To be admitted to the P-12, Standard Guidance Certification program, applicants must complete the</p>

graduate degree in School Counseling and provisional P-12 guidance certification.

Certification Requirements

~~Students must complete CNS 556 Developmental Career Counseling (3 hours) and CNS 666 Legal and Ethical Issues in Counseling (3 hours). In addition, in order to receive Standard Guidance certification, applicants must document one year of experience as a school counselor. Students may complete the course work for Standard certification prior to completing the experience requirement.~~

Graduate Studies application process. Admission requires applicants to document completion of a master's degree in school counseling and current guidance certification in Kentucky.

Certification Requirements

Specific requirements for P-12 and Standard Guidance depend on the applicant's master's degree program and current certification.

STANDARD GUIDANCE CERTIFICATION REQUIREMENTS FOR INDIVIDUALS WHO POSSESS CURRENT GUIDANCE CERTIFICATION AT THE ELEMENTARY (GRADES K-8) OR SECONDARY (GRADES 5-12) LEVEL

State regulations require individuals who possess guidance certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification. To earn P-12 Certification, individuals must complete the following courses:

- CNS 568 Counseling Children and Adolescents (3 hours)
- CNS 660 Administration of Counseling Services (3 hours)

STANDARD GUIDANCE PROGRAM REQUIREMENTS FOR INDIVIDUALS HOLDING THE P-12 GUIDANCE CERTIFICATE AND WHO HAVE COMPLETED A 30 OR 36-HOUR PROGRAM IN SCHOOL COUNSELING

The following courses (6 hours) are required to achieve Standard Guidance Certification:

- CNS 556 Developmental Career Counseling (3 hours)
- CNS 666 Legal and Ethical Issues in Counseling (3 hours)

STANDARD GUIDANCE PROGRAM REQUIREMENTS FOR INDIVIDUALS HOLDING THE P-12 GUIDANCE CERTIFICATE AND WHO HAVE COMPLETED A 48-HOUR PROGRAM IN SCHOOL COUNSELING CONSISTENT WITH CACREP SCHOOL COUNSELING STANDARDS

The following courses (6 hours) are required to qualify for Standard Guidance Certification:

- CNS 666 Legal and Ethical Issues in Counseling (3 hours) - AND -

One of the following courses:

- CNS 592 Crisis Counseling (3 hours)
- CNS 637 Theories of Addiction (3 hours)
- CNS 569 Play Therapy (3 hours)

4. Rationale for the proposed program change:

- The previous information about admission requirements did not provide sufficient explanation of the admission requirements applicable to students in two different situations: those seeking certification-only to move from Provisional to Standard P-12 Guidance, and those seeking to extend their elementary or secondary guidance certification to P-12. The proposed admission requirements will provide greater clarity.
- Program requirements for Standard Guidance Certification were specified to reflect curricular changes effective Fall 2011 in the MAE School Counseling program #046 (48 semester hours) and address the curriculum of individuals completing the School Counseling Program prior to 2011. The programs prior to 2011 included variable curricular requirements and total semester hours (30 and 36 semester hours).
- Proposed changes reflect courses necessary to meet state regulations for Standard Guidance Certification for individuals who have completed variable programs of study. Revisions reflect state regulations for provisional certification to provide requirements for P-12 provisional certification.

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

Upon approval of the Professional Education Council

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs	<u>7/25/2012</u>
CEBS Curriculum Committee	<u>9/04/2012</u>
Professional Education Council	<u>9/12/2012</u>
Graduate Council (for information)	<u>10/11/12</u>
University Senate (for information)	_____

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu; Janet Applin, janet.applin@wku.edu, 5-4014

1. Identification of program:

- 1.7 Current program reference number: 103
- 1.8 Current program title: Alternate Route to Teacher Certification/Master of Arts in Education: Secondary Education
- 1.9 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Secondary Education for Initial Certification
- Create three concentrations
- Revise admission requirements
- Revise curriculum

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math & Science) or Secondary Education	PROPOSED PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at http://edtech.wku.edu/~teachsvs/alternate_route/index.htm.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p> <p>There are three concentrations in this program:</p> <ol style="list-style-type: none"> 1. Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish. 2. Standard Concentration for Agriculture, Art,

	<p>Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish</p> <p>3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)</p> <p>Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.</p> <p>Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with</p>
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	that residency program.
	PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours
<p>MAE Secondary Degree Requirements: Required Professional Education Course Components – 21 hours</p> <p>Professional Development Component—6 hours EDU 501 Seminar: Designing Professional Development Plan (2 hrs.) EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.) EDU 590 Advanced Internship (3 hrs.)</p> <p>Educational Psychology Component—3 hours PSY 511 Psychology of Learning OR PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Education Component—3 hours EXED 516 Exceptional Child: Perspectives and Issues</p> <p>Research/Assessment Component—3 hours EDFN 500 Research Methods</p> <p>Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.</p> <p>Total: 30 hours</p> <p>GSKYTEACH: SMED 501: Designing Instructional Sequences in Secondary Math and Science (3 hrs.) SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.) SMED 520: Management for Positive Learning Environments (3 hrs.) SMED 530: Literacy Support for Diverse Learners in</p>	<p>Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish:</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, Engineering and Technical Education, English/Language Arts, Family and Consumer Sciences, French, German,</p>

<p>Mathematics and Science (3 hrs.) SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.) SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.) SMED 590: Teacher Internship (8 hrs.) SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) SMED 630: Action Research Seminar (1 hr.)</p> <p>TOTAL: 30 hours</p>	<p>Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component:</p>
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	<p>SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Program-Specific Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
ADMISSION REQUIREMENTS	ADMISSION REQUIREMENTS
<p>MAE Secondary Education (Alternate Route to Teacher Certification)</p> <ol style="list-style-type: none"> 1. Completion of content course works in the following: single subject for Secondary education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for Secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics. 2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher; 3. Passing score on PRAXIS II exams on file before starting program; 4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program; 5. Commitment of employment from a Kentucky school district before beginning program; 6. Meet the admission requirements identified by the respective content area; 7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area. 	<p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional

<p>GSKyTeach Program Admission Requirements: Requirements to become a GSKyTeach Candidate include the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.5. • A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA. • A score of 3.5 on the Analytical Writing portion of the GRE. • A successful background check. • A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities. <p>A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</p>	<p>education unit</p> <ul style="list-style-type: none"> • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.
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4. Rationale for the proposed program change:

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master’s level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master’s level, so the present initial certification concentrations and cohort programs should be moved to the MAT degree. This change will clarify the focus and mission of the MAE programs as being for advanced certification and the MAT programs as being for initial certification.
- The current graduate programs that lead to initial certification are being moved to the new MAT. These include the current Secondary Education (P-12; 5-12; 8-12), Alternative Routes to Teacher Certification/Master of Arts in Education and the Residency Program (GSKyTeach). Secondary Education (P-12; 5-12; 8-12) will be moved and the name of the program under the MAT will be Secondary Education for Initial Certification.
- Three concentrations were created to distinguish between students seeking initial certification and holding temporary provisional teaching certificates (Alternate Route to Certification concentration) and those seeking initial certification but not holding temporary provisional certification (Standard Concentration) and those seeking initial certification in Physics, Chemistry, or Mathematics at the Secondary Level as part of the GSKyTeach Grant program (Residency Concentration).
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master’s degree level.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification.

Although they presumably possess the content knowledge of their certification areas, they lack the pedagogical knowledge and skills. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education: _____10-1-2012_____

CEBS Curriculum Committee _____10-2-2012_____

Professional Education Council _____10-10-2012_____

Graduate Council _____10-11-12_____

University Senate _____

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu; Janet Applin, janet.applin@wku.edu, 5-4014.

1. Identification of program:

- 1.10 Current program reference number: 139
- 1.11 Current program title: Alternate Route to Teacher Certification/Master of Arts in Education: Middle Grades Education
- 1.12 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Middle Grades Education for Initial Certification
- Create three concentrations
- Revise admission requirements
- Revise curriculum

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math & Science) or Secondary Education	PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at http://edtech.wku.edu/~teachsvs/alternate_route/index.htm.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p> <p>There are three concentrations in this program:</p> <ul style="list-style-type: none"> 3. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science. 4. Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science. 5. Residency Concentration for Science and Mathematics (e.g. GSKyTeach) <p>Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a</p>

	<p>temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.</p> <p>Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
	<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>

<p>MAE Secondary Degree Requirements: Required Professional Education Course Components – 21 hours</p> <p>Professional Development Component—6 hours EDU 501 Seminar: Designing Professional Development Plan (2 hrs.) EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.) EDU 590 Advanced Internship (3 hrs.)</p> <p>Educational Psychology Component—3 hours PSY 511 Psychology of Learning OR PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Education Component—3 hours EXED 516 Exceptional Child: Perspectives and Issues</p> <p>Research/Assessment Component—3 hours EDFN 500 Research Methods</p> <p>Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.</p> <p>Total: 30 hours</p> <p>GSKYTEACH: SMED 501: Designing Instructional Sequences in Middle Grades Math and Science (3 hrs.) SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.) SMED 520: Management for Positive Learning Environments (3 hrs.) SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.) SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.) SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.) SMED 590: Teacher Internship (8 hrs.) SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) SMED 630: Action Research Seminar (1 hr.)</p> <p>TOTAL: 30 hours</p>	<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents</p>
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	<p>(3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student’s teaching discipline (6 hrs.) (The course selections must be approved by the candidate’s advisors in consultation with a representative from the candidate’s teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p>
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	<p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
<p>ADMISSION REQUIREMENTS</p>	<p>ADMISSION REQUIREMENTS</p>
<p>MAE Middle Grades Education (Alternate Route to Teacher Certification)</p> <ol style="list-style-type: none"> 1. Completion of content course work in the following: single subject for Middle Grades education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for Middle Grades certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics. 2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher; 3. Passing score on PRAXIS II exams on file before starting program; 4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program; 5. Commitment of employment from a Kentucky school district before beginning program; 6. Meet the admission requirements identified by the respective content area; 7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area. <p>GSKyTeach Program Admission Requirements: Requirements to become a GSKyTeach Candidate include the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.5. • A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA. 	<p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit. • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. <p>Admission Requirements for the Residency Concentration for Science and Mathematics</p>

<ul style="list-style-type: none"> • A score of 3.5 on the Analytical Writing portion of the GRE. • A successful background check. • A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities. <p>A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</p>	<p>Educators:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.
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4. Rationale for the proposed program change:

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master’s level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master’s level, so the present initial certification concentrations and cohort programs should be moved to the MAT degree. This change will clarify the focus and mission of the MAE programs as being for advanced certification and the MAT programs as being for initial certification.
- The current graduate programs that lead to initial certification are being moved to the new MAT. These include the current Middle Grades Education (5-9), Alternative Routes to Teacher Certification/Master of Arts in Education and the Residency Program (GSKyTeach). Middle Grades Education (5-9) will be moved and the name of the program under the MAT will be Middle Grades Education for Initial Certification.
- Three concentrations were created to distinguish between students seeking initial certification and holding temporary provisional teaching certificates (Alternate Route to Certification concentration) and those seeking initial certification but not holding temporary provisional certification (Standard Concentration) and those seeking initial certification in Physics, Chemistry, or Mathematics at the Middle Grades Education as part of the GSKyTeach Grant program (Residency Concentration).
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master’s degree level.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. Although they presumably possess the content knowledge of their certification areas, they lack the pedagogical knowledge and skills. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education:

10-1-2012

CEBS Curriculum Committee

10-2-2012

Professional Education Council

10-10-2012

Graduate Council

10-11-12

University Senate

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise Program
(Action Item)**

Contact Person: **Kevin B. Cary, M.Sc., GISP and Jun Yan, Ph.D.** e-mail: kevin.cary@wku.edu and jun.yan@wku.edu Phone: 5-2981 and 5-8952

1. **Identification of program:**
 - 1.13 Current program reference number: 203
 - 1.14 Current program title: Geographic Information Science (graduate certificate program)
 - 1.15 Credit hours: 12

2. **Identification of the proposed program changes:** Certificate title change to **Graduate Geographic Information Science** and change in program description. Decrease the number of courses from four to three courses.

3. **Detailed program description:**

Current Program	Proposed Program
Geographic Information Science Certificate	Graduate Geographic Information Science Certificate
<p>Geographic Information Science (GIS) technology is widely used in business, industry, government, and education. This certificate is designed for students in a variety of disciplines that involve spatial analysis, mapping, and interpretation of geospatial data. Students who complete the program will have a solid GIS foundation that spans the collection, management, analysis, interpretation, and display of geospatial data using geographic information systems. Students gain practical experience by completing projects that require the use of sophisticated GIS functions. Finally, they learn how to develop and implement customized GIS applications.</p> <p>A series of four graduate courses taken for a minimum of 12 credit hours. At least four different courses must be taken for the certificate.</p> <p><u>Courses selected from</u> GEOG 417G GIS Analysis and 3 Modeling GEOG 419G GIS Applications 3 Development GEOS 515 Remote Sensing 3 Applications GEOS 517 Spatial Databases 3</p>	<p>Geographic Information Systems (GIS) technology is widely used in business, industry, government, and education. This graduate certificate is designed for students in a variety of disciplines that involve spatial analysis, mapping, and interpretation of geospatial data. Students who complete the program will have a solid GIS foundation that spans the collection, management, analysis, interpretation, and display of geospatial data using geographic information systems. Students gain practical experience by completing projects that require the use of sophisticated GIS functions. Finally, they learn how to develop and implement customized GIS applications.</p> <p>A series of three graduate courses taken for a minimum of 10 credit hours. At least three different courses must be taken for the certificate.</p> <p><u>Courses selected from</u> GEOG 417G GIS Analysis and 3 Modeling GEOG 419G GIS Programming 3 GEOS 515 Remote Sensing 3 Applications GEOS 517 Spatial Databases 3</p>

**College of Health & Human Services
Department of Kinesiology Recreation and Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: Bruce Larson; bruce.larson@wku.edu; 745-3347

1. Identification of program:

- 1.16 Current program reference number: 0454
- 1.17 Current program title: Master of Science in Kinesiology
- 1.18 Credit hours: 30-33

2. Identification of the proposed program changes:

- Clarification in basic catalog description of the MS in Kinesiology
- Additional changes for the Teacher Leader Concentrations
 - Deletion of the Coaching Teacher Leader concentration as a teacher leader specialization component.
 - Moving TCHL 560 Action Research for Teacher Leaders from the Physical Education (PE) Teacher Leader Concentration (specialization component) TCHL 560 to the Professional Education Core.
 - Moving PE/KIN 501 Research Methods in Physical Education/Kinesiology from the Professional Education Core to the Physical Education Teacher Leader Concentration (specialization component).
 - Moving PE/KIN 505 Foundations of Curriculum Construction from the Professional Education Core to the Physical Education Teacher Leader Concentration (specialization component).
 - Addition of TCHL 530 Curriculum Development to the Professional Education Core.
 - Removal of PE/KIN 515 Physical Education Assessment as an option within the Professional Education Core for the PE Teacher Leader Concentration.
 - Removal of PE/KIN 520 Teaching Strategies in Physical Education as an option within the Professional Education Core for the PE Teacher Leader Concentration.

3. Detailed program description:

Old Program	New Program
<p>The M.S. in Kinesiology program has five concentrations: Physical Education Teacher Leader, Coaching Teacher Leader, Exercise Science, Fitness Management, and Corporate Health Management. The PE and Coaching Teacher Leader concentrations focus on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Science, Fitness Management, and Corporate Health Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>The Exercise Science, Fitness Management, and Corporate Health Management concentrations are</i></p>	<p>The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Science, Fitness Management, and Corporate Health Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Science, Fitness Management, and Corporate Health Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>The Exercise Science, Fitness Management, and Corporate Health Management concentrations are not</i></p>

<p><i>not changing and thus are not listed below</i></p> <p>The PE and Coaching Teacher Leader Concentrations require 15 credit hours of Professional Education Core, 12 credit hours of either PE or Coaching, and 3 credit hours of Action Research for a total minimum of 30 credit hours.</p> <p>The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and/or content areas to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.</p> <p>The second component is the specialization that allows the candidate to choose one of two concentrations:</p> <p>1) Physical Education Teacher Leader concentration consists of PE/KIN 503,504, 508 and 516; and the 2) Coaching Teacher Leader concentration consists of PE 507, 511, 516 and an approved elective. These concentrations allow for professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which PE/KIN or TCHL core courses they must take in the professional ed. core (see <i>Important Note</i> below). All students must complete PE/KIN 505, PE/KIN 515 or TCHL 540, 544, 548, and PE/KIN 520 or TCHL 550, 554, 558 or pass proficiency evaluations for these courses. TCHL 500 and PE/KIN 501, PE/KIN 505, are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Content Major Admission Requirements: N/A</p>	<p><i>changing and thus are not discussed in the below revisions.</i></p> <p>The Physical Education Teacher Leader Concentration requires 9-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.</p> <p>The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and/or content areas to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.</p> <p>The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of PE/KIN 501, 503, 504, 505, and 508. This specialization allows for professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core (see <i>Important Note</i> below). All students must complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course), are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Content Major Admission Requirements: N/A</p> <p>Teacher Leader Admission Requirements: <i>(Criteria vary,</i></p>
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Teacher Leader Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission):

1. WKU Graduate: Automatic Admission

A current teaching certificate or undergraduate teaching portfolio and statement of eligibility.

2. Graduate of a Kentucky Higher Education Institute other than WKU:

A 2.75 GPA or higher or a qualifying GAP score.

A current teaching certificate or statement of eligibility.

3. Graduate of an Out-of-State Institution of Higher Education

A 2.75 GPA or higher or a qualifying GAP score.

A current teaching certificate or statement of eligibility

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

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

(Level 1) Professional Education Core 15-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 Hrs)

PE/KIN 505 – Foundations of Curriculum Construction (3 Hrs)

PE/KIN 515 – Physical Education Assessment (3 Hrs)

Or

depending on the student's undergraduate institution and GPA. No GRE requirement for admission):

1. WKU Graduate: Automatic Admission

A current teaching certificate in Physical Education or a statement of eligibility.

2. Graduate of a Kentucky Higher Education Institute other than WKU:

A 2.75 GPA or higher or a qualifying GAP score.

A current teaching certificate in Physical Education or a statement of eligibility.

3. Graduate of an Out-of-State Institution of Higher Education

A 2.75 GPA or higher or a qualifying GAP score.

A current teaching certificate in Physical Education or a statement of eligibility.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

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

(Level 1) Professional Education Core 9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 Hrs)

TCHL 530 Curriculum Development (3 Hrs)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr)

TCHL 554 – Student Assessment II: Standardized Testing (1 hr)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs)

TCHL 540 – Classroom Instruction: Instructional

<p>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr) TCHL 554 – Student Assessment II: Standardized Testing (1 hr) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs) PE/KIN 520 – Teaching Strategies in Physical Education (3 Hrs) Or TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr) PE 501 – Research Methods in PE (3 Hrs)</p> <p>Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above PE or TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><u>(Level 2) Specialization Component—15 hours</u> Department Advisor Committee-approved elective courses selected from discipline. <u>B. Physical Education Teacher Leader Concentration 12 Hrs:</u> PE/KIN 503– Motor Learning/Advanced Motor Learning & Control (3 Hrs) PE/KIN 504 – Advanced Exercise Physiology (3 Hrs) PE/KIN 508 – Adaptive Physical Education (3 Hrs) PE/KIN 516 – Administrative Practices in KRS (3 Hrs) TCHL 560 – Action Research for Teacher Leaders</p> <p>OR</p> <p>C. Coaching Teacher Leader Concentration 12 hrs: PE 507 – Sport in a Multicultural Society (3 Hrs) PE 511 – Coaching Theory (3 Hrs) PE 512 – Administrative Practices in KRS (3 Hrs) Approved Elective (3 Hrs) TCHL 560 – Action Research for Teacher Leaders</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs)</p>	<p>Strategies (1 hr) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr) TCHL 560 – Action Research for Teacher Leaders (3 Hrs)</p> <p>Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above PE or TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><u>(Level 2) Specialization Component—15 hours</u> <u>Physical Education Teacher Leader Concentration 15 Hrs:</u> PE/KIN 501 – Research Methods in PE/KIN (3 Hrs) PE/KIN 503– Motor Learning/Advanced Motor Learning & Control (3 Hrs) PE/KIN 504 – Advanced Exercise Physiology (3 Hrs) PE/KIN 505 – Foundations of Curriculum Construction (3 Hrs) PE/KIN 508 – Adaptive Physical Education (3 Hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>
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<p>2. Present research results in a venue approved by the advisor.</p> <p>3. Achieve a minimum 3.0 GPA in overall coursework.</p>	
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4. Rationale for the proposed program change:

- The program description in the catalog is clarifying the four concentration areas offered within the MS in Kinesiology program and reflecting the deletion of one concentration.
- The Coaching Teacher Leader concentration is being deleted, as no students are admitted to the specialization area.
- These other proposed changes are focused on having curriculum in alignment with the Teacher Leader framework of the university and with the requirements of the Kentucky Education Professional Standards Board (EPSB), the entity which issues certificates for all Kentucky teachers.
 - TCHL 560 and PE/KIN 501 are both research-oriented courses and are switching places between the Professional Education Core and the PE Teacher Leader concentration Specialization component.
 - PE/KIN 505 is a physical education specific curriculum construction course and is moving to the Specialization component; the course is being replaced in the Professional Education Core by a different curriculum design course, TCHL 530.
 - PE/KIN 515 and PE/KIN 520 are being removed as options within the Professional Education Core, as students have not taken the courses due to not passing proficiency exams that would enable them to take the PE/KIN courses.
 - **The listing of hours within the Professional Education core is being clarified as 9-16 versus 15-16 hours, to reflect the nine hours of required courses within the Professional Education Core that do not have proficiency evaluations.**

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

6. Dates of prior committee approvals:

KRS Department:	<u>September 10, 2012</u>
CHHS Graduate Curriculum Committee:	<u>September 24, 2012</u>
Professional Education Council	<u>October 10, 2012</u>
Graduate Council	<u>October 11, 2012</u>
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise a Program
(Action Item)**

Contact Person: Kumi Ishii, kumi.ishii@wku.edu, 745-5203

1. Identification of program:

- 1.1 Current program reference number: Ref. 0012
- 1.2 Current program title: Master of Arts in Organizational Communication
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

Revision to Admission Requirements for the Master of Arts in Organizational Communication to adjust to the new GRE scoring format.

3. Detailed program description:

Admission Requirements

(Added) For students who have taken the GRE after August 2011:

Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE. Additionally, students must have a GAP score of at least 550 [GAP = (Overall GRE score) + (Undergraduate GPA X 100)] and a minimum score of 3.5 on the analytical writing section of the GRE.

For students who have taken the GRE prior to August 2011:

Admission to the program requires a GAP score of at least 2200 [GAP = Overall GRE score X Undergraduate GPA] and a minimum score of 3.5 on the analytical writing section of the GRE.

4. Rationale for the proposed program change:

The admission policy needs to be updated given the new scoring format for the GRE which was implemented in August of 2011. This revised policy is in line with the recommendations of the Rules Committee of the Graduate Council and also maintains our current requirement that applicants achieve a 3.5 analytical writing score on the GRE. Students' writing abilities are critical to success in the program.

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

Fall 2013

6. Dates of prior committee approvals:

Department of Communication	<u>05/01/12</u>
PCAL Curriculum Committee	<u>September 6, 2012</u>
Graduate Council	<u>10/11/12</u>
University Senate	_____