

Julia Tutwiler College of Education

Department of Teacher Education Contact: [Dr. Haywood Mayton](#), ext. 3795 Station # 34

1. Type of Change	2. Current details:	3. Proposed details:	4. Rationale: Explain rationale for change.	5. Academic Implications/ Approval by Appropriate Councils: Discuss impact on other academic programs or areas, if any. List date of approval by appropriate council (if applicable)	6. Financial Implications: Discuss personnel, facility, and budgetary implications of change, if any.
I. New Program	None	<p style="text-align: center;">EDUCATION SPECIALIST DEGREE PROGRAMS (SIXTH-YEAR PROGRAMS)</p> <p>The University of West Alabama has been approved by the Alabama State Board of Education to offer Education Specialist programs in the following areas: Elementary Education, Library Media*, and School Counseling. The essential objective of the sixth-year level programs shall be to extend upward the level of competence of the teacher.</p> <p><i>*Note: Library Media program is awaiting final approval from State Department and SACS.</i></p> <p>All students seeking certification in any field shall be required to complete a general survey course in Special Education (3 semester hours) if such a course was not a part of their undergraduate program or another graduate program. A research component including research and/or field work will be an integral part of all specialist programs in education.</p> <p>A candidate who took a course for credit in a master's level program cannot take the same course for credit in the education specialist program. Completion of sixth-year programs requires at least 30 semester hours of credit not used for prior level certification in the same teaching field.</p> <p>Admission. General requirements for admission to all programs at the sixth-year level include the following:</p> <p style="padding-left: 40px;">The candidate shall</p> <ol style="list-style-type: none"> 1. Meet all requirements for admission to the School of Graduate Studies. 2. Hold the master's-level professional educator certificate in the same teaching or instructional support field in which the Education Specialist degree is sought. 3. Have had recent experience in the area of specialization. <p>Completion. The following requirements must be met prior to completion</p>	Information is required by State Department of Education	<p>COE Academic Council approved on June 27, 2008. Graduate Council approved on July 9, 2008.</p> <p>One course will be taught by Foundations faculty and one by Instructional Leadership faculty.</p>	An additional instructor will need to be hired for each specialist programs, with appropriate monies allocated for professional development, instructional supplies, and equipment.

	<p>of the sixth-year programs.</p> <p>The candidate shall</p> <ol style="list-style-type: none"> 1. Maintain a minimum grade point average of 3.25 in all courses in the approved program as verified on an official transcript. 2. Make a satisfactory score on a written comprehensive examination documenting mastery of the curriculum of the teacher education program. 3. Demonstrate leadership ability in his or her area of specialization. <p>Additional Information. If an individual completes an Alabama Education Specialist program based on a master's level certificate from another state and applies for Alabama certification at the Class AA level, the individual must earn an Alabama Class A (master's level) Professional Educator Certificate prior to applying for the Class AA certificate.</p>																															
<p>II. New Program & Major Requirement</p>	<p>THE DEGREE OF EDUCATION SPECIALIST - ELEMENTARY EDUCATION</p> <p>To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Elementary Education certification.</p> <table border="1"> <tr> <td>I. Professional Courses</td> <td>12</td> </tr> <tr> <td>IL 571 School Law</td> <td>3</td> </tr> <tr> <td>IL 573, Contextual Dimensions of Instructional Leadership</td> <td>3</td> </tr> <tr> <td>ED 601, Curriculum Design</td> <td>3</td> </tr> <tr> <td>ED 604, Advanced Educational Research</td> <td>3</td> </tr> <tr> <td>II. Teaching Field</td> <td>21</td> </tr> <tr> <td>EE 620, Teaching the Diverse Learner</td> <td>3</td> </tr> <tr> <td>EE 621, Teaching Reading in the Content Areas</td> <td>3</td> </tr> <tr> <td>EE 622, Learning Theory and Instructional Practice in Elementary Mathematics and Science</td> <td>3</td> </tr> <tr> <td>EE 623, Best Practices in Language Arts</td> <td>3</td> </tr> <tr> <td>EE 624, Curriculum and Instruction in Early Childhood Programs</td> <td>3</td> </tr> <tr> <td>EE 627, Educational Assessment</td> <td>3</td> </tr> <tr> <td>EE 628, School Reform Models in Elementary Schools</td> <td>3</td> </tr> <tr> <td>Total Required</td> <td>33</td> </tr> </table> <p>*Students who have not previously met the special education requirement must take a general survey course in special education.</p>	I. Professional Courses	12	IL 571 School Law	3	IL 573, Contextual Dimensions of Instructional Leadership	3	ED 601, Curriculum Design	3	ED 604, Advanced Educational Research	3	II. Teaching Field	21	EE 620, Teaching the Diverse Learner	3	EE 621, Teaching Reading in the Content Areas	3	EE 622, Learning Theory and Instructional Practice in Elementary Mathematics and Science	3	EE 623, Best Practices in Language Arts	3	EE 624, Curriculum and Instruction in Early Childhood Programs	3	EE 627, Educational Assessment	3	EE 628, School Reform Models in Elementary Schools	3	Total Required	33	<p>Program requirements for Education Specialist Program in Elementary Education</p>	<p>COE Academic Council approved on June 27, 2008. Graduate Council approved on July 9, 2008.</p>	<p>New faculty member: \$47,565 + benefits \$1,000 approximately for Instructional support and professional development \$1,500 Equipment</p>
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<p>III. New Course</p>	<p>EE 620. TEACHING THE DIVERSE LEARNER (3) The focus of the course is on adjusting the school curriculum to create and manage a positive learning environment for a diverse population of elementary students.</p>	<p>This course will allow instructional time in the Education Specialist program in Elementary Education to focus on adjusting the school curriculum to create and manage a positive learning environment for a diverse population of elementary students, a vital component of a well-rounded education of a specialist in the field of Elementary Education.</p>	<p>Approved by COE Academic Council on November 3, 2008</p>	<p>None</p>																												

IV. New Course	EE 621. TEACHING READING IN THE CONTENT AREAS (3) The focus of the course is on theory, research, and methods for teaching elementary school students to use literacy as a tool for learning.	This course will allow instructional time in the Education Specialist program in Elementary Education to focus on theory, research, and methods for teaching elementary school students to use literacy as a tool for learning, vital information for a specialist in the field of Elementary Education.	Approved by COE Academic Council on November 3, 2008	None																						
V. New Course	EE 622. LEARNING THEORY AND INSTRUCTIONAL PRACTICE IN ELEMENTARY MATHEMATICS AND SCIENCE (3) This course is a seminar type course to include research, trends, and methods in science and math instruction in the elementary school.	This course will allow instructional time in the Education Specialist program in Elementary Education to focus on research, trends, and methods in science and math instruction in the elementary school, necessary knowledge and skills of a specialist in the field of Elementary Education.	Approved by COE Academic Council on November 3, 2008	None																						
VI. New Course	EE 623. BEST PRACTICES IN LANGUAGE ARTS (3) This course is a seminar type course that focuses on trends, innovations, policy, and the function of research in the teaching of language arts in the elementary school.	This course will allow instructional time in the Education Specialist program in Elementary Education to focus on trends, innovations, policy, and the function of research in the teaching of language arts in the elementary school, essential strengths of a specialist in the field of Elementary Education.	Approved by COE Academic Council on November 3, 2008	None																						
VII. New Course	EE 624. CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD PROGRAMS (3) The focus of the course is on historical and contemporary early childhood programs and the theoretical foundation for early childhood education.	This course will allow instructional time in the Education Specialist program in Elementary Education to focus on historical and contemporary early childhood programs and the theoretical foundation for early childhood education, key knowledge of a specialist in the field of Elementary Education.	Approved by COE Academic Council on November 3, 2008	None																						
VIII. New Course	EE 627. EDUCATIONAL ASSESSMENT (3) The focus of this course is on student performance and includes the identification of learning goals, the diagnosis of student needs, the provision for effective instruction with feedback, and the use of assessment results to improve teaching and learning.	This course will allow instructional time in the Education Specialist program in Elementary Education to focus on student performance and includes the identification of learning goals, the diagnosis of student needs, the provision for effective instruction with feedback, and the use of assessment results to improve teaching and learning, necessary competencies of a specialist in the field of Elementary Education.	Approved by COE Academic Council on November 3, 2008	None																						
IX. New Course	EE 628. SCHOOL REFORM MODELS IN ELEMENTARY SCHOOLS (3) The focus of the course is on analyzing current school reform models; researching school improvement plans; and devising a school improvement plan. <i>Pre-requisite: EE 627 Educational Assessment</i>	This course will allow instructional time in the Education Specialist program in Elementary Education to focus on analyzing current school reform models; researching school improvement plans; and devising a school improvement plan, key skills of a specialist in the field of Elementary Education.	Approved by COE Academic Council on November 3, 2008	None																						
X. New Program	<p>THE DEGREE OF EDUCATION SPECIALIST - LIBRARY MEDIA*</p> <p>To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Library Media certification.</p> <table border="1"> <tr> <td>I. Professional Courses</td> <td>12</td> </tr> <tr> <td>IL 571 School Law</td> <td>3</td> </tr> <tr> <td>IL 573, Contextual Dimensions of Instructional Leadership</td> <td>3</td> </tr> <tr> <td>ED 601, Curriculum Design</td> <td>3</td> </tr> <tr> <td>ED 604, Advanced Educational Research</td> <td>3</td> </tr> <tr> <td>SE 500, Introduction to Special Education (*if needed)</td> <td></td> </tr> <tr> <td>II. Instructional Support Area</td> <td>21</td> </tr> <tr> <td>LM 661, Strategic Planning for Library Media Specialists</td> <td>3</td> </tr> <tr> <td>LM 662, Library Automation</td> <td>3</td> </tr> <tr> <td>LM 663, Instructional Design</td> <td>3</td> </tr> <tr> <td>LM 664, Developmentally Appropriate and Culturally Responsive Library Media Programs</td> <td>3</td> </tr> </table>	I. Professional Courses	12	IL 571 School Law	3	IL 573, Contextual Dimensions of Instructional Leadership	3	ED 601, Curriculum Design	3	ED 604, Advanced Educational Research	3	SE 500, Introduction to Special Education (*if needed)		II. Instructional Support Area	21	LM 661, Strategic Planning for Library Media Specialists	3	LM 662, Library Automation	3	LM 663, Instructional Design	3	LM 664, Developmentally Appropriate and Culturally Responsive Library Media Programs	3	Program requirements for Education Specialist Program in School Counseling	COE Academic Council approved on June 27, 2008. Graduate Council approved on July 9, 2008.	<p>New faculty member:</p> <p>\$47,565 + benefits</p> <p>\$1,000 approximately for Instructional support and professional development</p> <p>\$1,500 Equipment</p>
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XI. New Course		LM 661. STRATEGIC PLANNING FOR SCHOOL LIBRARY MEDIA SPECIALISTS (3) The focus of the course is on the leadership role of library media specialists in using their unique skills to help direct the planning team that is charged with developing a strategic plan for the school.	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3, 2008									
XII. New Course		LM 662. LIBRARY AUTOMATION (3) The course focuses on issues to consider when moving toward an automated library or upgrading a present integrated library system (ILS). Also included will be issues related to implementing or updating virtual/digital reference services.	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3, 2008									
XIII. New Course		LM 663. INSTRUCTIONAL DESIGN (3) The course focuses on the major aspects of instructional design and development with emphasis on learning outcomes and instructional objectives and strategies in the context of theory and practice. There is special emphasis on the integration of technology into the learning environment and on evaluating and managing instructional systems and educational programs for K-12.	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3, 2008									
XIV. New Course		LM 664. DEVELOPMENTALLY APPROPRIATE AND CULTURALLY RESPONSIBLE SCHOOL LIBRARY MEDIA PROGRAMS (3) The course will consist of two parts. In Part I, the focus will be on the growing body of research from such diverse fields as developmental psychology, cultural anthropology, linguistics, early childhood education, and brain damage research that provides a rich literature to develop best practices in the field of education. Part II will focus on applying the best practices in education to developing library media center services and programs for all learners.	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3, 2008									
XV. New Course		LM 665. DESIGNING SCHOOL LIBRARY MEDIA CENTERS (3) The course focuses on pre-planning, planning, designing, and redesigning a school media center. Included in the course content are architectural styles and terminology, floor plans, planning documents, contracts, bid requests, and organizational worksheets. Factors that distinguish elementary, middle, and secondary school media centers are also considered.	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3, 2008									
XVI. New Course		LM 666. THE SCHOOL LIBRARY MEDIA CENTER AND SCHOOL REFORM (3) The course is designed to enable school library media specialists to clarify and expand their role in the national school reform movement.	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3, 2008									
XVII. New Course		LM 667. LIBRARY LEADERSHIP AND COLLABORATIVE PROBLEM SOLVING (3) The dual roles of the school library media specialist, educational	Course content is based on ALA/AASL recommendations for advanced study in Library Media.	Approved by COE Academic Council on November 3,									

		leader and collaborator, will be examined for the purpose of helping school library professionals gain competencies in integrating library media services into the total school program.		2008																															
XXVIII. New Program		<p>THE DEGREE OF EDUCATION SPECIALIST - SCHOOL COUNSELING</p> <p>To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level School Counseling certification.</p> <table border="1"> <tr> <td>I. Professional Courses</td> <td>12</td> </tr> <tr> <td>IL 571, School Law</td> <td>3</td> </tr> <tr> <td>IL 573, Contextual Dimensions of Instructional Leadership</td> <td>3</td> </tr> <tr> <td>ED 601, Curriculum Design</td> <td>3</td> </tr> <tr> <td>ED 604, Advanced Educational Research</td> <td>3</td> </tr> <tr> <td>SE 500, Introduction to Special Education (*if needed)</td> <td></td> </tr> <tr> <td>II. Instructional Support Area</td> <td>21</td> </tr> <tr> <td>SC 641, Advanced Elementary School Counseling</td> <td>3</td> </tr> <tr> <td>SC 642, Counseling the Adolescent</td> <td>3</td> </tr> <tr> <td>SC 643, Substance Abuse Counseling</td> <td>3</td> </tr> <tr> <td>SC 644, Family Counseling Systems and Theory</td> <td>3</td> </tr> <tr> <td>SC 645, Consultation and Supervision for the School Counselor</td> <td>3</td> </tr> <tr> <td>SC 647, Research Seminar in School Counseling</td> <td>3</td> </tr> <tr> <td>SC 649, Advanced Internship in School Counseling</td> <td>3</td> </tr> <tr> <td>Total Required</td> <td>33</td> </tr> </table> <p>*Students who have not previously met the special education requirement must take a general survey course in special education. **This program is also offered online.</p>	I. Professional Courses	12	IL 571, School Law	3	IL 573, Contextual Dimensions of Instructional Leadership	3	ED 601, Curriculum Design	3	ED 604, Advanced Educational Research	3	SE 500, Introduction to Special Education (*if needed)		II. Instructional Support Area	21	SC 641, Advanced Elementary School Counseling	3	SC 642, Counseling the Adolescent	3	SC 643, Substance Abuse Counseling	3	SC 644, Family Counseling Systems and Theory	3	SC 645, Consultation and Supervision for the School Counselor	3	SC 647, Research Seminar in School Counseling	3	SC 649, Advanced Internship in School Counseling	3	Total Required	33	Program requirements for Education Specialist Program in School Counseling	COE Academic Council approved on June 27, 2008. Graduate Council approved on July 9, 2008.	New faculty member: \$47,565 + benefits \$1,000 approximately for Instructional support and professional development \$1,500 Equipment
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XXIX. New Course		SC 641. ADVANCED ELEMENTARY SCHOOL COUNSELING (3) The focus of the course is on developing knowledge and practical skills in providing school counseling services to elementary school students.	The program is part of the new State Department of Education-approved Educational Specialist degree program	Approved by COE Academic Council on November 3, 2008																															
XX. New Course		SC 642. ADOLESCENT COUNSELING (3) This course is a study of the various counseling modalities available to the school counselor for the prevention and remediation of adolescents' psychological, social, and behavioral problems.	The program is part of the new State Department of Education-approved Educational Specialist degree program.	Approved by COE Academic Council on November 3, 2008																															
XXI. New Course		SC 643. SUBSTANCE ABUSE COUNSELING (3) The focus of this course is on identification of at-risk K-12 students and prevention of treatment of substance abusing students in the schools.	The program is part of the new State Department of Education-approved Educational Specialist degree program.	Approved by COE Academic Council on November 3, 2008																															
XXII. New Course		SC 644. FAMILY COUNSELING (3) The course provides an overview of family counseling theory, methods, and effective practices for the school counselor, including knowledge of assessment and intervention methods and models.	The program is part of the new State Department of Education-approved Educational Specialist degree program.	Approved by COE Academic Council on November 3, 2008																															
XXIII. New Course		SC 645. SUPERVISION AND CONSULTATION IN SCHOOL COUNSELING (3) This course is focused on theories of supervision and consultation relevant to practicing school counselors, including implementation of development models and training issues, knowledge of stages, roles, and legal/ethical guidelines in consultation and supervision.	The program is part of the new State Department of Education-approved Educational Specialist degree program.	Approved by COE Academic Council on November 3, 2008																															

XXIV. New Course		SC 647. RESEARCH SEMINAR IN SCHOOL COUNSELING (3) The course requires library research on topical areas of interest to school counselors with research findings presented orally and in writing to the class and instructor.	The program is part of the new State Department of Education-approved Educational Specialist degree program.	Approved by COE Academic Council on November 3, 2008			
XXV. New Course		SC 649. ADVANCED INTERNSHIP IN SCHOOL COUNSELING (3) This course provides for advanced supervised experience in group and individual counseling, supervision, consultation, program development and leadership in a school setting.	The program is part of the new State Department of Education-approved Educational Specialist degree program.	Approved by COE Academic Council on November 3, 2008			
XXVI. New Course		ED 601. CURRICULUM DESIGN (3) This course focuses on an examination of principles, problems, and practices influencing curriculum planning; and research in general curriculum problems.	The School Counseling Specialist is a position that requires a knowledge of a Core Education Base, which consists of Curriculum Design, Advanced Educational Research, School Law, and School Leadership. The base is in keeping with content in the field of education recommended by the Alabama State Department of Education for teacher leaders and advanced study in School Counseling.	Approved by COE Academic Council on November 3, 2008			
XXVII. New Course		ED 604. ADVANCED EDUCATIONAL RESEARCH (3) The focus of this course is to provide advanced graduate students knowledge and skills to combine the theoretical aspects of research with the knowledge base of their specialty areas of study. Students are expected to define acceptable questions for study, determine an appropriate research design based on the questions asked, and develop methodically acceptable analytic procedures. It is expected students will have the requisite knowledge of research and statistics, and acceptable skill in writing.	The School Counseling Specialist is a position that requires a knowledge of a Core Education Base, which consists of Curriculum Design, Advanced Educational Research, School Law, and School Leadership. The base is in keeping with content in the field of education recommended by the Alabama State Department of Education for teacher leaders and advanced study in School Counseling.	Approved by COE Academic Council on November 3, 2008			
XXVIII. New program	<p>MASTER'S DEGREE EDUCATIONAL LEADERSHIP (A CERTIFICATION PROGRAM)</p> <p>The Educational Leadership program consists of a Master's degree with Alabama Class A certification. Conditional Admission: To be conditionally admitted, a student must:</p> <ol style="list-style-type: none"> 1. Meet the requirements for admission to the School of Graduate Studies; 2. Must have a minimum of three (3) years of teaching experience; must possess a valid baccalaureate or master's level teaching certificate. <p>Unconditional Admission: To be unconditionally admitted, an</p>	<p>INSTRUCTIONAL LEADERSHIP (A CERTIFICATION PROGRAM)</p> <p><u>General Information</u> The goal of the Instructional Leadership Program at UWA is to foster the improvement of educational institutions through effective leadership. The Master's Degree program which leads to Alabama Class A certification is designed to aid in the development of the skills necessary to analyze and resolve educational issues in diverse contexts. UWA seeks to recruit individuals who will make significant contributions to educational organizations, demonstrate the potential for leadership through individual growth, fostering student achievement in learning-centered environments, and advocating quality educational practices.</p> <p>Candidates are encouraged to meet with their assigned advisor as soon as possible after being admitted to the UWA School of Graduate Studies to discuss program requirements and procedures. Candidates are encouraged to enroll in <i>ED 504 Educational Research</i> early in their program of study to seek unconditional admission as soon as possible. Completion of ED 504 and one additional course from the <i>Professional Courses</i> with a GPA of 3.25 will enable the student to proceed with unconditional admission by submitting a portfolio for review. If a GPA of 3.25 is not obtained in the aforementioned courses, the student may repeat the course/courses or take additional <i>Professional Courses</i> for the purpose of meeting the required 3.25 GPA. Once the GPA is achieved, the student may submit the required portfolio to the <i>Instructional Leadership Program Admissions Committee</i> for review. All required forms may be found in <i>Appendix A</i> and on <i>Blackboard</i>.</p> <p><u>Phase I: Graduate School Admission</u> Conditional Admission To be conditionally admitted, a student must:</p> <ul style="list-style-type: none"> • Meet the requirements for admission to the <i>School of Graduate Studies</i> • Have a minimum of three (3) years of successful teaching experience or other certified area in field of education 			Program redesigned to meet the new <i>Alabama Standards for Instructional Leaders</i>	None	None

<p>applicant must:</p> <ol style="list-style-type: none"> 1. Meet the requirements to be admitted to the School of Graduate Studies; 2. Have a minimum of three years of teaching experience; 3. Possess a valid teaching certificate; 4. Must have completed a minimum of six (6) hours in the Master's degree program with a minimum GPA of 3.25, three (3) of which must be in Educational Research; 5. Submit a portfolio for review. The portfolio must contain the following: <ol style="list-style-type: none"> a. Current resume that includes: degrees earned, certificates held, and work experience, summary of accomplishments (awards, recognitions, etc.), b. Three letters of recommendation, one of which must be from the applicant's immediate supervisor; c. Completed copy (all forms) of the most recent performance appraisal to include the professional development 		<ul style="list-style-type: none"> • Possess a valid teaching certificate <p>Unconditional Admission To be unconditionally admitted into the Instructional Leadership Program, a student must:</p> <ul style="list-style-type: none"> • Meet the requirements to be admitted to the <i>School of Graduate Studies</i> • Have a minimum of three (3) years of successful teaching experience or other certified area in field of education • Possess a valid teaching certificate • Have completed a minimum of six (6) hours in the Master's Degree <i>Professional Courses</i> with a minimum GPA of 3.25, three (3) of which must be in <i>Educational Research (i.e. ED504 Techniques of Educational Research)</i>. Successful completion of the required six (6) hours should be finished no later than the semester preceding the formation of a new cohort. <p>NOTE: Candidate's must be unconditionally admitted prior to enrolling in Certification (IL) courses. Candidates who are denied unconditional admission may re-apply the following semester.</p> <p><u>Phase II: Instructional Leadership Portfolio Submission</u> Candidates must submit a portfolio to the <i>Instructional Leadership Program</i> for review. The portfolio affords a candidate the opportunity to provide valuable information regarding interests, leadership potential, organizational skills, and other qualifications for unconditional admission into the <i>Instructional Leadership Program</i>. The portfolio should reflect quality work desired for aspiring instructional leaders. The contents of the portfolio will be reviewed and scored by at least three (3) members of the <i>Instructional Leadership Admissions Committee</i>. The portfolio is valued at <i>30 points</i> toward the final score for acceptance into the program. A <i>minimum score of 21 on the portfolio (70%)</i> must be acquired to move to the next step, Phase III- Interview. A copy of the scoring rubric can be found in <i>Appendix A</i>. Incomplete portfolios will not be considered. The portfolio must be submitted electronically into candidate's <i>Blackboard</i> electronic portfolio by the deadline set each term. Late submissions will be returned. The portfolio must contain the following components:</p> <ul style="list-style-type: none"> • <i>Instructional Leadership Program Application for Admission form (Form A)</i> • A current resume' outlining candidate's professional history as well as education • Three <i>Recommendation for Admissions forms (Form B)</i>, including one from each of the following: <ul style="list-style-type: none"> ○ Immediate Supervisor ○ Colleague ○ Personal Reference <p>Note-These forms should be sent via US Mail to the following address: The University of West Alabama Julia S. Tutwiler College of Education Instructional Leadership – Station 34 Livingston, AL 35470</p> <ul style="list-style-type: none"> • A copy of candidate's valid teaching license/certificate (<i>Form A</i>) • <i>Verification of Experience form (Form C)</i> • <i>Memorandum of Agreement (Form D)</i> complete with all required signatures as indicated • Completed copy of candidate's most recent performance appraisal/evaluation; the professional development component shall be included, if available. • Candidate's Leadership Profile which includes the components listed below. The profile should convey a personal and professional history that assists the <i>Instructional Leadership Advisory Council</i> in knowing 			
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	<p>component;</p> <p>d. Evidence of leadership and managerial potential;</p> <p>e. Summary of applicant's reasons for pursuing educational leadership certification; and</p> <p>f. Summary of applicant's expectations from the preparation program; and</p> <p>NOTE: Incomplete portfolios will not be considered.</p> <p>6. Successfully pass an interview conducted by the Program Admission Committee. NOTE: Students must be unconditionally admitted prior to enrolling in EL courses. Applicants who are denied unconditional admission may re-apply the following semester.</p> <p>Program Completion: In order to successfully complete the Educational Leadership Program, a student must:</p> <p>1. Have a minimum GPA of 3.25 in all required coursework with no grade lower than "B" in the certification area courses;</p> <p>2. Receive a passing score on a written comprehensive</p>	<p>the person who is applying. To this end, there is not a preferred format or structure. In preparing the profile, the applicant should set the text in a typed, double-spaced format with an expected minimum of three to five pages.</p> <ul style="list-style-type: none"> ○ A brief autobiography of the candidate ○ A statement of professional goals ○ A review of the candidate's professional growth and development activities over the past three years which may include formal education at the graduate or undergraduate level, professional development, and/or technical training ○ A retrospective view of the candidate's leadership experiences over time and across specific areas of leadership; Experiences should be documented by '3' pieces of evidence that the candidate possesses leadership potential; The most recent accomplishments in the area of instructional leadership shall be included, which may include professional presentations, community service, religious organizations, and/ or military service are appropriate for this section. ○ College and University Years -Reflect on experiences related to becoming an educator to include, but not limited to, organizations, classes, influential persons, etc.. ○ Professional Experiences -Including, but not limited to, experiences in the classroom, chairperson positions, committee involvement, special assignments, project directorship, and/or military experience. ○ Professional or Personal Honors -Including, but not limited to, any honor received that was connected to your professional or personal experiences. ○ Professional Organizations -Including, but not limited to, such experiences as chairperson, officer, committee member, delegate, etc., at the local, state, regional, or state levels. ○ Philosophy of Education and Instructional Leadership ○ Reasons for pursuing a Master's Degree in Instructional Leadership <p><u>Phase III: Interview</u> Each candidate that acquires a minimum score of '21' on the portfolio will receive a <i>letter of invitation</i> to participate in an interview with the <i>Instructional Leadership Admissions Committee</i> as a final step in the application process. The letter of invitation will inform the candidate of his/her interview date, time, and location. Candidates should dress professionally, as they would for an important job interview, and should arrive 10 minutes prior to their scheduled interview time. The interview will be approximately 30 minutes in length and will be designed to acquire information regarding the candidate's potential in a number of leadership areas. The interview is valued at <i>18 points</i> toward the final score for acceptance into the program. In the interview process, verbal communication skills will be assessed to determine the candidate's potential as an educational leader. Prior to the interview, the <i>Instructional Leadership Admissions Committee</i> will assess the candidate's written communication skills by reviewing their admissions packet. Statements from the candidate's <i>Leadership Profile</i> may be the basis for questions by committee members. Other questions will include those related to general introductory questions, organizational success, making people better, job effectiveness, and other additional factors for instructional leaders. A copy of the scoring rubric can be found in <i>Appendix A</i>.</p> <p><u>Phase IV: Cohort Selection</u> Utilizing the portfolio and interview rubrics, Admissions Committee member submits individual scores that are averaged to determine the candidate's final score. Copies of the rubrics may be found in <i>Appendix A</i>.</p> <p>At the conclusion of the interview phase, all scores will be reviewed and candidates will be notified by letter regarding the status of his/her acceptance into the next cohort group. To be considered for acceptance a <i>minimum score of 38 points (80%)</i> must be obtained in Phases II and III. Candidates not selected for the next cohort may schedule a conference with an assigned faculty member to review all scores. These individuals will be eligible to participate again in Phases II and III of the application process at the time the next cohort for the program is being formed.</p> <p><u>Program Completion</u></p>			
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	<p>examination; and</p> <p>3. Receive credit for a special education course, if not previously earned.</p> <p>Due to the unique nature of the courses in these programs, no courses in Educational Leadership may be substituted and/or transferred into the certification area.</p>	<p>The following requirement must be met for successful completion of the Instructional Leadership Program:</p> <ul style="list-style-type: none"> • Have a minimum GPA of 3.25 in all required coursework with no grade lower than a 'B' in the certification area courses • Receive a passing score (610) on the Praxis II Educational Leadership: Administration and Supervision (0410) assessment. The Praxis II assessment serves as the comprehensive exam for the Instructional Leadership Program. • Receive credit for a general survey course in special education, if not previously earned <p>Master of Education in Instructional Leadership Requirements include the following:</p>																																																															
<p>XXIX. New Program</p>	<table border="1"> <tr> <td>I. Professional Courses</td> <td>10</td> </tr> <tr> <td>ED 505, Technology and Education</td> <td>3</td> </tr> <tr> <td>ED 508, Technology Portfolio</td> <td>1</td> </tr> <tr> <td>ED 504, Techniques of Educational Research</td> <td>3</td> </tr> <tr> <td>ED 506, Educational Statistics</td> <td>3</td> </tr> <tr> <td>SE 500, Introduction to Special Education (*if needed)</td> <td>3</td> </tr> <tr> <td>II. 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(NOTE: Any student who has not previously completed the special education course requirement for certification must take a general survey course in special education prior to the awarding of the degree. All coursework in the program must be completed with a grade point average of not less than 3.25 on all courses in the program with no grade lower than a "C" in any of the certification courses. A student will be ineligible to take the comprehensive exam if they do not have at least a 3.23 overall GPA in the program.)</p> <p>NOTICE: The Educational Leadership program is being redesigned in accordance with new Alabama State Department of Education requirements. The redesigned program will become effective in January 2009. Students may complete the program application process during the Fall 2008 and, if accepted, begin taking courses Spring</p>	I. Professional Courses	10	ED 505, Technology and Education	3	ED 508, Technology Portfolio	1	ED 504, Techniques of Educational Research	3	ED 506, Educational Statistics	3	SE 500, Introduction to Special Education (*if needed)	3	II. Certification**	24	EL 571, School Law	3	EL 572, Instructional Supervision	3	EL 573, School Leadership	3	EL 574, Human Resources Administration	3	EL 575, Seminar in Education Administration	3	EL 577, School Business Management	3	EL 578, Administrative Internship I	3	EL 579, Administrative Internship II	3	<table border="1"> <tr> <td>I. 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Seminars (dates TBA)</p> <ul style="list-style-type: none"> • Instructional Leadership Program Introduction Seminar • Pre-Internship Seminar (x2) • Mid-Term Internship Seminar (x2) • Capstone Event <p>IV. Portfolio Review</p> <ul style="list-style-type: none"> • Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. UWA students will maintain an electronic 	I. Professional Courses	10	ED 504, Technology of Educational Research	3	ED 505, Technology and Education	3	ED 506, Educational Statistics	3	ED 508, Technology Portfolio	1	*Students who have not previously met the special education requirement must take a general survey course in special education.	3	II. 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	2009. For additional information contact the Dean of the College of Education.	portfolio via <i>LiveText</i>. The portfolio shall be juried by a committee of university and cooperation school staff before the candidate is recommended by the University for Instructional Leadership Certification. Juries shall be made up of members from the Instructional Leadership Advisory Council. Portfolios will be juried upon the completion of all coursework, internship, and residency requirements.			
XXX. Course Number, Name, Description & Prerequisite Change	EL 571. School Law (3) Examination of the legal responsibilities of school personnel. Prerequisite: Unconditional admission to Educational Leadership Program	IL 571. SCHOOL LAW (3) **THIS COURSE MAY NOT BE TAKEN ONLINE BY IL STUDENTS. This course introduces students to the legal and ethical reasoning systems which influence the practice of school administrators. Students will be able to relate to constitutional, federal, state, and local requirements as they concern students, employees, teachers, and the administration of the instructional program. Embedded field experiences required. Prerequisite: Unconditional admission to the Instructional Leadership Program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXI. Course Number, Name & Description Change	EL 572. Instructional Supervision (3) This course examines the principal's role in supervising the instructional programs of a school. Prerequisite: Unconditional admission to Educational Leadership Program.	IL 572. CURRICULAR & INSTRUCTIONAL SUPERVISION (3) The student will learn the knowledge and skills required of an instructional leader for directing school improvement, creating a positive school climate, developing a challenging curriculum, and implementing effective instructional practices that increase student achievement. Embedded field experiences required. Prerequisite: Unconditional admission to the Instructional Leadership program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXII. Course Number, Name, Description & Prerequisite Change	EL 573. School Leadership (3) The role and function of school leaders. Prerequisite: Unconditional admission to Educational Leadership Program.	IL 573. CONTEXTUAL DIMENSIONS OF INSTRUCTIONAL LEADERSHIP (3) **THIS COURSE MAY NOT BE TAKEN ONLINE BY IL STUDENTS. This course addresses the need for instructional leaders to understand and be able to operate within the larger context of community. Students will develop an understanding of the influence of political, social, economic, and cultural contexts on the daily operation of schools. Embedded field experiences required. Prerequisite: Unconditional admission to the Instructional Leadership program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXIII. Course Number, Name & Description Change	EL 574. Human Resources Administration (3) Managing human resources in schools and school systems. Prerequisite: Unconditional admission to Educational Leadership Program.	IL 574. LEADING AND MANAGING LEARNING ORGANIZATIONS (3) Students will have the knowledge of how to set high expectations and standards for all faculty and staff within specific state and local regulations that govern such processes. Students will demonstrate the ability to hire, support, and maintain a diverse, competent, and highly qualified staff while providing continuous professional development and maintaining his/her own continuous improvement. Embedded field activities required. Prerequisite: Unconditional admission to the Instructional Leadership program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXIV. Course Number, Name & Description Change	EL 575. Seminar in Educational Administration (3) Study of problems, issues and trends in school management. Prerequisite: Unconditional admission to Educational Leadership Program.	IL 575. MULTIDISCIPLINARY PERSPECTIVES OF INSTRUCTIONAL LEADERSHIP (3) This course addresses the study of problems, issues, and trends in school administration, including topics such as balancing theory and research with culture, change, and curriculum, administration of human resources, diversity, effective teaching strategies, and instructional supervision and leadership. Embedded field experiences required. Prerequisite: Unconditional admission to the Instructional Leadership program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXV. Course	EL 576. School Business Management (3) This course focuses on the management of business affairs	IL 576. SCHOOL BUSINESS MANAGEMENT (3) This course will prepare students for effective fiscal management	Program redesigned to meet the new Alabama	None	None

Number, Name & Description Change	in a school. Budgeting and revenue-generating operations are discussed. <i>Prerequisite: Unconditional admission to Educational Leadership Program.</i>	related to the business of schools. Students will gain an understanding of the dynamics of school finance at the local, state, and federal levels and policies and procedures for effectively and legally managing the financial resources of a school. Embedded field experiences required. Prerequisite: Unconditional admission to the Instructional Leadership program.	Standards for Instructional Leaders		
XXXVI. Course Number, Name & Description Change	EL 578. Administrative Internship I (3) Practical experiences in administration under the guidance of practicing school administrators. One hundred-fifty (150) clock hours of experiences must be documented. Prerequisites: EL571, EL573, EL574, and EL575 with no grade below a "B" and a 3.25 GPA in all course completed in the Educational Leadership Program.	IL 578. INSTRUCTIONAL LEADERSHIP INTERNSHIP (3) Internship integrates theory with the practical and contextual challenges of the educational system through hands-on clinical practice. The intern will observe, participate, and lead in a variety of administrative field experiences. One hundred-fifty (150) clock hours of field embedded experiences must be documented. Prerequisites: IL571, IL572, IL573, IL574, IL575, and IL 576 with no grade below a "B" and a 3.25 GPA in all courses completed in the Instructional Leadership Program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXVII. Course Number, Name & Description Change	EL 579. ADMINISTRATIVE INTERNSHIP II (3) Practical experiences in administration under the guidance of practicing school administrators. One hundred-fifty (150) clock hours of experiences must be documented. Prerequisites: EL571, EL573, EL574, and EL575 with no grade below a "B" and a 3.25 GPA in all courses completed in the Educational Leadership Program.	IL 579. INSTRUCTIONAL LEADERSHIP INTERNSHIP & RESIDENCY (3) Instructional Leadership Internship and Residency is designed to further integrate theory with the practical and contextual challenges of the educational system. The intern will observe, participate, and lead in a variety of administrative field experiences. In addition, the intern will complete a ten (10) day residency at a school site with students present and participating in an academic program whereby he/she assumes the leadership role. One hundred-fifty (150) clock hours of experiences must be documented. Embedded field experiences required. Prerequisites: IL571, IL572, IL573, IL574, IL575, IL 576, and IL578 with no grade below a "B" and a 3.25 GPA in all courses completed in the Instructional Leadership Program.	Program redesigned to meet the new Alabama Standards for Instructional Leaders	None	None
XXXVIII. Course Number Change	EL 577. WORKSHOP IN EDUCATION ADMINISTRATION In-depth study of an issue or problem in school administration.	IL 577. WORKSHOP IN EDUCATION ADMINISTRATION (3) In-depth study of an issue or problem in school administration.	New program requires IL prefixes.	None	None
XXXIX. Course Number Change	EL 597. INDEPENDENT STUDY IN INSTRUCTIONAL LEADERSHIP (1-3) An opportunity for qualified graduate students to study independently problems and issues in school administration. Specific content and nature of courses are determined by student needs and interests. Research papers are required. One to three hours per semester, may be repeated for a maximum of six semester hours credit. <i>Prerequisite: Permission of the Dean.</i>	IL 597. INDEPENDENT STUDY IN INSTRUCTIONAL LEADERSHIP (1-3) An opportunity for qualified graduate students to study independently problems and issues in school administration. Specific content and nature of courses are determined by student needs and interests. Research papers are required. One to three hours per semester, may be repeated for a maximum of six semester hours credit. <i>Prerequisite: Permission of the Dean.</i>	New program requires IL prefixes.	None	None
XL. Course Name Change	SC 540. GUIDANCE FUNCTION IN EDUCATION (3) The philosophy and functions of guidance and counseling in the classroom. Legal/ethical issues are also addressed. This course emphasizes the interrelationship between the school and family.	SC 540. INTRODUCTION TO SCHOOL COUNSELING (3) The philosophy and functions of guidance and counseling in the classroom. Legal/ethical issues are also addressed. This course emphasizes the interrelationship between the school and family.	New title more appropriately reflects course content.	Approved by COE Academic Council on November 3, 2008	None
XLI. Course Name Change	SC 543. GUIDANCE IN THE ELEMENTARY SCHOOL (3) Physical, social, and intellectual aspects of child development, emphasizing sources of information, cooperation between school and home, informal techniques of evaluation, mental health principles and techniques, case studies, and case conferencing techniques.	SC 543. COUNSELING CHILDREN AND ADOLESCENTS (3) Physical, social, and intellectual aspects of child development, emphasizing sources of information, cooperation between school and home, informal techniques of evaluation, mental health principles and techniques, case studies, and case conferencing techniques.	New title more appropriately reflects course content.	Approved by COE Academic Council on November 3, 2008	None
XLII. Course Name Change	SC 545. DIAGNOSTIC TECHNIQUES FOR SCHOOL COUNSELORS (3) Concepts and skills of standardized testing, and interpreting	SC 545. TESTS AND ASSESSMENT IN COUNSELING (3) Concepts and skills of standardized testing, and interpreting individual and group tests, psychometric statistics and the use of the results in the helping	New title more appropriately reflects course content.	Approved by COE Academic Council on	

	individual and group tests, psychometric statistics and the use of the results in the helping process.	process.		November 3, 2008	
XLIII. Course Prerequisite Change	ED 335. FIELD EXPERIENCES P/12 I (1) On-campus seminars and field based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of a technology portfolio is required. <i>Prerequisites: junior standing and fingerprinting.</i>	ED 335. FIELD EXPERIENCES P/12 I (1) On-campus seminars and field based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of a technology portfolio is required. Prerequisites: junior standing and ABI/FBI fingerprint clearance by first day of class.	In the best interest for students, teachers, and UWA. Some partnership schools require fingerprint clearance before students may begin field experiences.	Approved by COE Academic Council on November 3, 2008	
XLIV. Course Prerequisite Change	ED 336. FIELD EXPERIENCES P/12 II (1) On-campus seminars and field based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of a technology portfolio is required. <i>Prerequisite: junior standing. Prerequisites or corequisites: ED 333 and fingerprinting.</i>	ED 336. FIELD EXPERIENCES P/12 II (1) On-campus seminars and field based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of a technology portfolio is required. Prerequisites: junior standing and ABI/FBI fingerprint clearance by first day of class. Prerequisite or co-requisites: ED 333.	In the best interest for students, teachers, and UWA. Some partnership schools require fingerprint clearance before students may begin field experiences.	Approved by COE Academic Council on November 3, 2008	
XLV. Course Prerequisite Change	ED 435. FIELD EXPERIENCES P-12 III (1) On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of the technology portfolio is required. <i>Prerequisite: senior standing and unconditional admission to Teacher Education Program.</i>	ED 435. FIELD EXPERIENCES P-12 III (1) On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of the technology portfolio is required. Prerequisite: senior standing, ABI/FBI fingerprint clearance, and unconditional admission to Teacher Education Program.	In the best interest for students, teachers, and UWA. Some partnership schools require fingerprint clearance before students may begin field experiences.	Approved by COE Academic Council on November 3, 2008	
XLVI. Course Prerequisite Change	ED 436. FIELD EXPERIENCES P/12 IV (1) On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of the technology portfolio is required. <i>Prerequisite: senior standing and unconditional admission to Teacher Education Program.</i>	ED 436. FIELD EXPERIENCES P/12 IV (1) On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of the technology portfolio is required. Prerequisite: senior standing, ABI/FBI fingerprint clearance, and unconditional admission to Teacher Education Program.	In the best interest for students, teachers, and UWA. Some partnership schools require fingerprint clearance before students may begin field experiences.	Approved by COE Academic Council on November 3, 2008	
XLVII. Course Prerequisite Change	EE 328. ELEMENTARY CLINICAL EXPERIENCES I (3) On-campus seminars and field-based tutoring of children, observation and assistance to classroom teacher(s) in cooperating schools two full days each week twelve to fourteen weeks. <i>Concurrent courses which must be taken prior to Senior Block: EE 301, EE 304, and EE 324. Prerequisites: EE 300 and junior standing.</i>	EE 328. ELEMENTARY CLINICAL EXPERIENCES I (3) On-campus seminars and field-based tutoring of children, observation and assistance to classroom teacher(s) in cooperating schools two full days each week twelve to fourteen weeks. <i>Concurrent courses which must be taken prior to Senior Block: EE 301, EE 304, and EE 324. Prerequisites: EE 300, junior standing, and ABI/FBI fingerprint clearance.</i>	In the best interest for students, teachers, and UWA. Some partnership schools require fingerprint clearance before students may begin field experiences.	Approved by COE Academic Council on November 3, 2008	
XLVIII. Course Prerequisite Change	EE 428. ELEMENTARY CLINICAL EXPERIENCES II (3) On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools two full days each week for twelve to fourteen weeks. <i>Concurrent courses: ED 408, EE 402, EE 423, EE 425, and EE 426.</i>	EE 428. ELEMENTARY CLINICAL EXPERIENCES II (3) On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools two full days each week for twelve to fourteen weeks. <i>Concurrent courses: ED 408, EE 402, EE 423, EE 425, and EE 426. Prerequisites: Junior Block courses, junior standing, and ABI/FBI fingerprint clearance.</i>	In the best interest for students, teachers, and UWA. Some partnership schools require fingerprint clearance before students may begin field experiences.	Approved by COE Academic Council on November 3, 2008	
XLIX. Course Description Change	ED 300. INTRODUCTION TO TEACHING AND LEARNING (3) Content includes qualities needed by the teacher, opportunities for employment, financial compensation and other rewards, requirements for certification, responsibilities of the prospective teacher, what the teaching act involves, a systematic approach to the application of psychology to the learning process, and the requirements of the UWA teacher education program. The formal application for "Admission to	ED 300. INTRODUCTION TO TEACHING AND LEARNING (3) Content includes qualities needed by the teacher, opportunities for employment, financial compensation and other rewards, requirements for certification, responsibilities of the prospective teacher, what the teaching act involves, a systematic approach to the application of psychology to the learning process, and the requirements of the UWA teacher education program. The formal application for "Admission to Teacher Education" will be made during the course. Fingerprinting is a course requirement. <i>Prerequisite: 45 semester hours of earned credit.</i>	Ensures students are fingerprinted early in their program and are cleared for field experience courses.	Approved by COE Academic Council on November 3, 2008	None

	Teacher Education" will be made during the course. Field experience is required. <i>Prerequisite:45 semester hours of earned credit.</i>				
L. Course Description Change	CE 310. INTRODUCTION TO CHILDHOOD EDUCATION (3) Childhood Education as a career with analysis and evaluation of model programs, effective classroom practices, and historical basis. <i>Prerequisite: junior standing.</i>	CE 310. INTRODUCTION TO CHILDHOOD EDUCATION (3) Childhood Education as a career with analysis and evaluation of model programs, effective classroom practices, and historical basis. Fingerprinting is a course requirement. <i>Prerequisite: junior standing.</i>	Ensures students are fingerprinted early in their program and are cleared for field experience courses.	Approved by COE Academic Council on November 3, 2008	None

College of Liberal Arts

Department of History & Social Sciences Contact: [Dr. Rob Riser](#), ext. 3463 Station # 22

1. Type of Change	2. Current details:	3. Proposed details:	4. Rationale: Explain rationale for change.	5. Academic Implications/ Approval by Appropriate Councils: Discuss impact on other academic programs or areas, if any. List date of approval by appropriate council (if applicable)	6. Financial Implications: Discuss personnel, facility, and budgetary implications of change, if any.																																														
I. Major Requirement	The M.A.T. program in History currently requires 18 hours in history for the certification track and 24 hours in history for the non-certification track. There are no requirements as to either topical diversity or periodization.	<p>The M.A.T. program in History currently requires 18 hours in history for the certification track and 24 hours in history for the non-certification track. There are no requirements as to either topical diversity or periodization.</p> <p>THE DEGREE OF MASTER OF ARTS IN TEACHING (CERTIFICATION)</p> <table border="1"> <tr> <td colspan="2">II. Teaching Field**</td> <td>18</td> </tr> <tr> <td colspan="3">(This work must be in a single field of concentration)</td> </tr> <tr> <td>Biology</td> <td>Physical Education</td> <td></td> </tr> <tr> <td>History</td> <td>Science</td> <td></td> </tr> <tr> <td>English Language Arts</td> <td>Social Science</td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> </tr> </table> <p>(English Language Arts students must include EH 501, Research in Literary Studies. Students in English Language Arts must also take EH 580, Teaching Composition, if they have no previous credit for the course. Students majoring in English Language Arts, Science, or Social Science must take courses in at least two areas of certification.)</p> <table border="1"> <tr> <td>Total Required</td> <td>37</td> </tr> </table> <p>*Students who have not previously met the special education requirement must take a general survey course in special education. **These programs are also offered online.</p> <p>THE DEGREE OF MASTER OF ARTS IN TEACHING (NON-CERTIFICATION)</p> <table border="1"> <tr> <td colspan="2">II. Major Field****</td> <td>24</td> </tr> <tr> <td colspan="3">(This work must be from a single field of concentration)</td> </tr> </table>	II. Teaching Field**		18	(This work must be in a single field of concentration)			Biology	Physical Education		History	Science		English Language Arts	Social Science		Mathematics			Total Required	37	II. Major Field****		24	(This work must be from a single field of concentration)			<p>New M.A.T. history tracks would require a minimum number of hours in both U.S. & non-U.S. history. Certification track would require at least 9 hours of non-U.S. history and at least 9 hours of U.S. history. Non-certification track would require at least 12 hours of non-U.S. history and at least 12 hours of U.S. history. In each track, the non-U.S. hours must include some combination of British, European, and East Asian history. In each track, the U.S. hours must include courses in both antebellum and post-bellum U.S. history.</p> <p>THE DEGREE OF MASTER OF ARTS IN TEACHING (CERTIFICATION)</p> <table border="1"> <tr> <td colspan="2">II. Teaching Field**</td> <td>18</td> </tr> <tr> <td colspan="3">(This work must be in a single field of concentration)</td> </tr> <tr> <td>Biology</td> <td>Physical Education</td> <td></td> </tr> <tr> <td>History</td> <td>Science</td> <td></td> </tr> <tr> <td>English Language Arts</td> <td>Social Science</td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> </tr> </table> <p>(English Language Arts students must include EH 501, Research in Literary Studies. Students in English Language Arts must also take EH 580, Teaching Composition, if they have no previous credit for the course. Students majoring in English Language Arts, Science, or Social Science must take courses in at least two areas of certification.)</p> <p>(Students pursuing the M.A.T. History (Certification) must complete at least nine hours of coursework in U.S. History and nine hours of coursework in non-U.S. History. The nine hours of U.S. History must include courses covering both pre- and post-Civil War U.S. History.)</p> <table border="1"> <tr> <td>Total Required</td> <td>37</td> </tr> </table> <p>*Students who have not previously met the special education requirement must take a general survey</p>	II. Teaching Field**		18	(This work must be in a single field of concentration)			Biology	Physical Education		History	Science		English Language Arts	Social Science		Mathematics			Total Required	37	<p>This should not affect any other existing UWA program, and will not affect any currently enrolled graduate students.</p> <p>This will not affect either the M.A.T. Social Sciences program (which is administered by HYSS). Nor will it affect the M.Ed. History track, which is administered by the College of Education.</p> <p>COLA Academic Council approval: <u>10/7/08</u></p> <p>Graduate Academic Council Approval: <u>10/8/08</u></p>	<p>The department will ensure that there are sufficiently diverse course offerings in each on-campus semester and online session.</p> <p>Some small number of online adjuncts may be needed from time to time, particularly in the non-U.S. area. These will be recruited on an as-needed basis.</p> <p>Adjunct instructors who are not (or have never been) tenured by UWA will not evaluate comprehensive exams.</p>
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College of Natural Sciences & Mathematics					
Department of Biological & Environmental Sciences Contact: Dr. Doug Wymer , ext. 3862 Station #7					
1. Type of Change	2. Current details:	3. Proposed details:	4. Rationale: Explain rationale for change.	5. Academic Implications/ Approval by Appropriate Councils: Discuss impact on other academic programs or areas, if any. List date of approval by appropriate council (if applicable)	6. Financial Implications: Discuss personnel, facility, and budgetary implications of change, if any.
I. New Course		BY 555. ECOLOGICAL MANAGEMENT (3) Introduction to and discussion of basic natural resources management techniques and factors that affecting successful management. Management techniques for several specific habitat types will be studied. Three lecture hours per week.	This course is currently cross listed as an undergraduate course and a graduate Selected Topics in Biology.	This change will offer graduate students easy access to this graduate ecology courses. CAC approval 12 Nov 2008 GC approval 12 Nov 2008	None
II. New Course		BY 556. ECOLOGICAL RESTORATION (3) Exploration of basic principles of ecological restoration including physical, chemical, and biological manipulations required for restoration success. Additionally, this course will provide a detailed examination of practical aspects of restoration in selected ecosystems. Three lecture hours per week.	This course is currently cross listed as an undergraduate course and a graduate Selected	This change will offer graduate students easy access to this graduate ecology courses. CAC approval 12 Nov 2008	None

			Topics in Biology.	GC approval 12 Nov 2008	
III. Course Number Change	EN 541. ECOLOGICAL RESTORATION (3) Exploration of basic principles of ecological restoration including physical, chemical, and biological manipulations required for restoration success. Additionally, this course will provide a detailed examination of practical aspects of restoration in selected ecosystems. Three lecture hours per week. <i>Prerequisite: Graduate Standing.</i>	EN 556 . ECOLOGICAL RESTORATION (3) Exploration of basic principles of ecological restoration including physical, chemical, and biological manipulations required for restoration success. Additionally, this course will provide a detailed examination of practical aspects of restoration in selected ecosystems. Three lecture hours per week.	Reflects new NSM course numbering scheme.	None CAC approval 12 Nov 2008 GC approval 12 Nov 2008	None
IV. Course Number Change	EN 540. ECOLOGICAL MANAGEMENT (3) Introduction to and discussion of basic natural resources management techniques and factors that affecting successful management. Management techniques for several specific habitat types will be studied. Three lecture hours per week. <i>Prerequisite: Graduate Standing.</i>	EN 555 . ECOLOGICAL MANAGEMENT (3) Introduction to and discussion of basic natural resources management techniques and factors that affecting successful management. Management techniques for several specific habitat types will be studied. Three lecture hours per week.	Reflects new NSM course numbering scheme.	None CAC approval 12 Nov 2008 GC approval 12 Nov 2008	None
V. New Course		BY 441 ENVIRONMENTAL TOXICOLOGY (3) Overview of concepts and terminology combining several diverse disciplines to investigate how society creates, regulates, and perceives the effects of toxic substances in the environment. Health issues and approaches to control the major environmental health problems associated with various occupations in industrialized and developing countries will also be examined. Prerequisite: 16 hours in biology or environmental sciences or permission of the Dean.	This course has been offered with good enrollment for the past several fall semesters as a selected topics course.	None CAC approval 12 Nov 2008	None
VI. New Course		BY 541. ENVIRONMENTAL TOXICOLOGY (3) Overview of concepts and terminology combining several diverse disciplines to investigate how society creates, regulates, and perceives the effects of toxic substances in the environment. Health issues and approaches to control the major environmental health problems associated with various occupations in industrialized and developing countries will also be examined.	This course has been offered with good enrollment for the past several fall semesters as a selected topics course.	None CAC approval 12 Nov 2008 GC approval 12 Nov 2008	None
VII. New Course		EN 441. ENVIRONMENTAL TOXICOLOGY (3) Overview of concepts and terminology combining several diverse disciplines to investigate how society creates, regulates, and perceives the effects of toxic substances in the environment. Health issues and approaches to control the major environmental health problems associated with various occupations in industrialized and developing countries will also be examined. Prerequisite: 16 hours in biology or environmental sciences or permission of the Dean.	This course has been offered with good enrollment for the past several fall semesters as a selected topics course.	None CAC approval 12 Nov 2008	None
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Division of NursingContact: [Ms. Marsha Cannon](#) , ext. 3518 Station # 28

1. Type of Change	2. Current details:	3. Proposed details:	4. Rationale: Explain rationale for change.	5. Academic Implications/ Approval by Appropriate Councils: Discuss impact on other academic programs or areas, if any. List date of approval by appropriate council (if applicable)	6. Financial Implications: Discuss personnel, facility, and budgetary implications of change, if any.
I. New Course	Currently no formal approach or plan related to test-taking exists. Information concerning test-taking and NCLEX style questions is integrated throughout the curriculum.	NS 110. Test Taking Strategies for Beginning Nursing Students (1) This course is designed to help nursing students develop skills that maximize success on exams. Topics include critical thinking, time management, study techniques, test-taking skills and interpretation of National Council Licensure Examination (NCLEX) style questions.	NCLEX is incrementally increasing the difficulty level of the licensure exam. Students are experiencing difficulty in analyzing, interpreting and applying didactic information when taking faculty generated and standardized exams. Enhance student's success on course exams, HESI content specific tests, HESI exit exams and NCLEX. Offer a one-hour elective course during the fall semester for nursing students. The course would include critical thinking, time management, study techniques, test-taking skills and interpretation of NCLEX questions.	None	None