**NEW**

PROGRAM PROPOSAL

WEBER STATE UNIVERSITY

**Submission Date:** February 2, 2015

**Submitter Name and Phone:** Peggy Saunders, 7673

**College:** Jerry and Vickie Moyes College of Education

**Department**: Teacher Education

**Program Title:** Graduate Certificate in Elementary Teaching

**1. Complete Program Description**

This post-baccalaureate program allows students who have completed at least their bachelor’s degrees to return to the university to obtain their elementary teaching license without having to pursue a second bachelor’s degree or a master’s degree. Those who do wish to complete a master’s degree may be admitted upon request into the Master of Education (M.Ed.) program as long as they have completed the licensing coursework with a 3.25 GPA or higher.

This licensing program has been housed in the M. Ed. program for the past five years; however, many students do not wish to pursue a master’s degree. Currently, the completion rates for the M.Ed. degree seem low because many people who are admitted only want to pursue the teaching license courses. Therefore, it is necessary to separate the duality of the two programs creating separate programs and requirements for admission and retention.

**2. Purpose of Degree**

The purpose of this graduate certificate in elementary education is to allow those who would like to pursue a teaching license, but not a master’s degree, to have an end point to their studies.

**3. Institutional Readiness**

The licensing program has existed for many years. Both faculty and advisement have been in place. All courses have passed the curriculum process on campus and are currently taught by tenured or tenure-track faculty within the Teacher Education Department. We have been recommending teaching licenses to the Utah State Office of Education (USOE) for many years both at the undergraduate and graduate levels.

**4. Faculty**

The number of students pursuing their teaching licenses through this program has remained relatively steady for the past 3-5 years. It is not anticipated that the numbers will grow significantly in the next five years; therefore, the current faculty in the Teacher Education Department can teach all of the classes offered. The department does not separate faculty into undergraduate or graduate faculty members. Each faculty member teaches in the area of his or her expertise and within load limits.

**5. Staff**

During the program review and Teacher Education Accreditation Council (TEAC) visit, it was recommended that a full-time rather than a part-time administrative assistant be hired in the master’s office. That hiring took place in September 2014. The person who was hired has approximately 50% of her job as advising and the other 50% as office manager. This new staffing model has taken the load off of the program director especially in the pre-advising stages of the licensing programs.

**6. Library and Information Resources**

The library resources are adequate. The education librarian, Shaun Jackson, is very attentive to the needs of the department and will order items upon request.

**7. Admission Requirements**

Because the Utah State Board of Education (Board) has changed the requirements for anyone coming into a licensing program, the requirements for the post-baccalaureate licensing have been modified to match those state requirements. Those requirements are as follows:

* Possess a bachelor’s degree from a regionally-accredited college/university with any major or minor.
* Possess a cumulative GPA of 3.0 or better in all previous college-level coursework.
* Complete a transcript review with either the program director or administrative assistant to ascertain that the candidate has taken between 27-38 semester credit hours in general education coursework in these areas: science, math (must be a QL course), English, social studies, the arts, and health/physical education.
* Take and pass the Praxis II exam for the elementary teaching license.
* Complete and pass a USOE background check and obtain a CACTUS number.
* Complete and pass WSU’s Teacher Education Department’s interview process and writing assessment.

**8. Student Advisement**

Prior to admittance, much of the advisement will be done by the M.Ed. administrative assistant. After admittance the primary advisement will be the purview of the program director until the student is ready for student teaching. Upon applying for student teaching, the student will have most of the advisement completed by the Student Teaching/ Licensing office in the undergraduate teacher education advisement center.

**9. Justification for Graduation Standards and Number of Credits**

As per the Utah State Board of Education rules, all teacher candidates must maintain a 3.0 GPA throughout the program or risk removal from the licensing program. Teacher candidates must obtain a B- or better in each course or retake the course.

A total of 24 credit hours of coursework plus an additional eight credit hours of practicum and student teaching is required for the elementary teaching license. The coursework mirrors, though is not exactly the same, the coursework in the undergraduate teaching degree. All of the required courses have been vetted through the WSU curriculum process and all are courses deemed necessary to produce effective elementary teachers.

**10. External Review and Accreditation**

The five-year institutional review team from February 2014 recommended that the licensing programs currently being housed in the M.Ed. program needed to be separate programs with different admission criteria and a different mission statement. The department had felt this need for quite some time, and the review team confirmed that idea.

When the Teacher Education Department underwent the national accreditation process (TEAC) in November 2014, the post-baccalaureate programs were also assessed. The accreditation team encouraged the process of divorcing the licensing programs from that of the M.Ed. program though they agreed that some of the coursework could and should overlap. Because the program results in a teaching license, the accreditation reviews will continue as part of the undergraduate program accreditation process. The next TEAC review will be in 2019.

**11. Projected Enrollment**

For the past several years the enrollment in the post-baccalaureate elementary licensure program has remained fairly steady. We anticipate for that enrollment to continue as it has in the past.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req’d Ratio |
| 1 | 30 | 23 | 15/1 | n/a |
| 2 | 30 | 23 | 15/1 | n/a |
| 3 | 30 | 23 | 15/1 | n/a |
| 4 | 30 | 23 | 15/1 | n/a |
| 5 | 30 | 23 | 15/1 | n/a |

**12. Expansion of Existing Program**

We are not requesting an expansion because the program has been in place for several years. We are requesting a separation from the master’s degree.

**Need**

**13. Program Need**

The post-baccalaureate elementary licensing has a strong track record of meeting the needs of students who have bachelor’s degrees but now want to seek a teaching license. The TEAC review team, the five-year program review team, and the WSU Graduate Council have strongly urged that the licensure programs be split from the Master of Education program.

**14. Labor Market Demand**

Since its inception, the demand for the licensing program has been strong. The market is always in demand of licensed teachers. This is especially true in Utah with the large population of school-aged children.

**15. Student Demand**

Each day results in inquiries into the licensing programs. People who already possess bachelor’s degrees see it as a step backwards if they must enter a second bachelor’s degree program.

**16. Similar Programs**

At this point in time, no other post-baccalaureate programs for elementary licensing exists in the USHE system. Western Governors’ University and University of Phoenix seem to be the only programs in Utah that are available; however, WGU is completely on-line.

**17. Collaboration with and Impact on Other USHE Institutions**

No discussions with other USHE institutions have taken place because this program is unique to WSU’s Master of Education program. No known impact on the other institutions exists since (a) they do not have this program and (b) our target audience lives in Davis, Weber, and Morgan counties, and all of the coursework is face-to-face or hybrid in it delivery.

**18. Benefits**

WSU has been benefiting from the higher tuition that is part of this program. Students pay master’s level tuition and fees for the classes. USHE benefits because students can seek a teaching license through a USHE institution and not have to go to an online or for profit competitor.

**19. Consistency with Institutional Mission**

WSU began as a “normal” college and to this day continues to have a well-respected teacher education program. This licensing graduate certificate is just another avenue for students who possess bachelor’s degrees but do not necessarily want to pursue a master’s degree at this time.

**Program and Student Assessment**

*Program assessment and performance standards information, which is required for Regents’ review, will serve as information only during University Curriculum Committee review.*

**20. Program Assessment**

All licensure programs within the Teacher Education Department are currently assessed every five years as required by the Regents. Additionally, the licensure programs must be assessed by the Utah State Office of Education in conjunction with the national teacher education accreditation body, TEAC, but that organization has now been subsumed under a new organization called Council for the Accreditation of Educator Preparation (CAEP). Therefore, the licensure programs must align with state standards for teachers (Utah Effective Teaching Standards or UETS) and the TEAC Quality Principles.

**21. Expected Standards of Performance**

Students must maintain a 3.0 cumulative GPA with no course grades below B- (80%). Teacher education faculty utilize a mastery model for assessment, and if the student cannot master the competency, she or he will repeat the process until mastery is met or due process will ensue to remove the student from the program. (Removal from the program is quite rare because the students are vetted prior to admission and are given many supports throughout the program.)

The WSU Educator Preparation Program (EPP) utilizes a number of assessments to support the claims that our program prepares competent, caring, and qualified educators. While we assess our students throughout the program with a variety of formative assessments, only those summative assessments will be used to support our claims. We believe there are three modes by which data can and should be collected: direct observation, artifacts, and conferencing with or reflective writing from the candidate. The assessment measures we propose draw on these modes. Other measures, such as GPA and Praxis II scores, do not fit one of these modes because they are not directly tied to the process of teaching within the final student teaching semester.

Below is a table which includes the standards discussed above and the assessments used to demonstrate that the graduates have competencies in each area. This table is from the Inquiry Brief submitted to the TEAC and USOE accreditors during fall 2014; however, it has been modified to represent only the post-baccalaureate elementary licensing for this new program proposal. Rationale for the evidence/assessments follows the table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WSU Educator Preparation Program Claims | TEAC Quality Principles | UETS Areas of Focus | UETS Standards | Evidence/  Assessments |
| 1. Graduates meet the needs of diverse learners by creating a safe and equitable learning environment. | 1.3 Caring and effective teaching skill: The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals.  1.4.2 Multicultural perspectives and accuracy: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives. | The Learner and Learning:  Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. | Standard 1: Learner Development  The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.  Standard 2: Learning Differences  The teacher understands individual learner differences and cultural and linguistic diversity.  Standard 3: Learning Environments  The teacher works with learners to create environments that support individual and [collaborative learning](http://www.uen.org/k12educator/uets/glossary.shtml#collaborative), [positive social interaction](http://www.uen.org/k12educator/uets/glossary.shtml#social), active engagement in learning, and self-motivation. | Teaching Support Documents (TSD) Rationale  TSD Lesson Adaptations/  Accommodations  Student Teaching (ST) Final Evaluations |
| 2. Graduates use effective instructional practices based on deep content knowledge and flexible pedagogical knowledge and skill. | 1.1 Subject matter knowledge  The program candidates must understand the subject matter they will teach.  1.2 Pedagogical knowledge  The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.  1.4.3 Technology: Candidates must be able to use appropriate technology in carrying out their professional responsibilities. | Instructional Practice:  Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content. | Standard 4: Content Knowledge  The teacher understands the central concepts, tools of inquiry, and [structures of the discipline](http://www.uen.org/k12educator/uets/glossary.shtml#structures).  Standard 5: Assessment  The teacher uses multiple methods of [assessment](http://www.uen.org/k12educator/uets/glossary.shtml#assessment) to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.  Standard 6: Instructional Planning  The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.  Standard 7: Instructional Strategies  The teacher uses various [instructional strategies](http://www.uen.org/k12educator/uets/glossary.shtml#strategies) to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways. | Praxis II – Content Area Exam  GPA (Admission, major, minor)  TSD Assessments  ST Final Evaluations  TSD Lessons  ST Final Evaluations |
| 3. Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities. | 1.4.1 Learning how to learn: Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that will support life-long learning in their field. | Professional Responsibility:  Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct. | Standard 8: Reflection and Continuous Growth  The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.  Standard 9: Leadership and Collaboration  The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.  Standard 10: Professional and Ethical Behavior  The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in [Utah State Board Rule R277-515](http://www.rules.utah.gov/publicat/code/r277/r277-515.htm). | TSD Lesson Reflections  Portfolio Reflections |

***Evidence for Claim 1:***

*Teaching Support Documents: Rationale for Design*

*Teaching Support Document: Lesson Adaptations/Modifications*

*Student Teaching Final Evaluation for UETS Standards 1 - Learner Development, 2 - Learning Differences, and 3 - Learning Environments.*

Rationale for using TSD – Rationale for Design**.**

The TSD Rationale for Design will require candidates to make explicit connection between contextual factors and the planned instruction. First and foremost are the characteristics of students and their identified needs. In addition, the physical room arrangement, curricular resources, and broader school and community context are to be considered when planning instruction. Candidates’ ability to describe these factors and make reasoned, appropriate instructional planning decisions will be rated using the TSD Rubric, which is under development. Scores will indicate if students have made conceptual connections between the knowledge of diverse students’ needs and instruction.

Rationale for using TSD – Lesson Adaptations/Modifications*.*

Consideration of the needs of all learners is evident in the planning process. The analysis of TSD Lessons with appropriate adaptations and modifications will be rated using the TSD Rubric, which is under development. Scores will indicate candidates’ ability to meet the needs of all learners in the educational setting.

Rationale for using Student Teaching Final Evaluation for UETS Standards 1 - Learner Development, 2 - Learning Differences, and 3 - Learning Environments.

Student Teaching is the summative assessment in the WSU EPP. Observation of practice allows for direct evidence of the candidates’ ability to foster a positive learning environment to meet the needs of all learners. Observable candidate dispositions will be embedded within the evaluation criteria. Candidates’ ability to enact the plans for meeting learner needs will be rated using the Student Teaching Final Evaluation protocol, which is under development. Scores will indicate candidates’ ability to enact plans based on student needs.

***Evidence for Claim 2.*** ***Content Knowledge***

Praxis 2 results

GPA (cumulative undergraduate GPA)

Rationale for using Praxis 2 Results.

According to the Educational Testing Service “*Praxis II*® Subject Assessments measure knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge” (www.ets.org/praxis/ about/praxisii). The Praxis II test is used by Utah as measure of content knowledge and passing the test at the state-specified level is required for licensure. Praxis II results also enable WSU to track student content knowledge across content areas and over time. We are also able to compare WSU EPP graduates with graduates across the state and nation. Acceptable passing scores for Praxis II are set by the state of Utah and will be used to evaluate candidate’s acceptable content knowledge levels. The state underwent a rigorous standard setting process involving EPPs, resulting in a score that we feel represents adequate content knowledge for a beginning teacher.

Rationale for using GPA.

Grades from content courses are used by WSU EPP as a measure of mastery of content needed to teach at the specified level. The undergraduate GPA would contain the content grades. Final cumulative GPA comparisons of WSU teaching and non-teaching majors (in areas where comparable non-teaching majors exist) indicate little difference between student GPAs. Additionally, Utah State Board Rules states that teacher education majors must have a 3.0 GPA at admission. We feel this GPA is appropriate given the wide range of majors that are admitted to our EPP.

**Evidence for Claim 2. Pedagogical Knowledge and Skill**

*Teaching Support Documents - Lessons, Assessments*

*Student Teaching Final Evaluations for UETS Standard 5 - Assessment, Standard 6 – Instructional Planning, and Standard 7 - Instructional Strategies*

Rationale for using TSD – Lessons, Assessments.

Experienced teachers do many things related to effective instruction without needing to write them down. However, novice teachers are required to “show they know” through written documents such as lesson plans which include formative and summative assessments. Lesson plans with accompanying assessments demonstrate that candidates have the pedagogical knowledge needed to effectively teach the written objectives and evaluate student understanding. Candidates’ ability to create appropriate lesson plans with formative and summative assessments will be rated using the TSD Rubric, which is under development. Scores will indicate if students are able to create acceptable instructional plans with assessments.

Rationale for using Student Teaching Final Evaluations for *UETS Standard 5 - Assessment, Standard 6 – Instructional Planning, and Standard 7 - Instructional Strategies.*

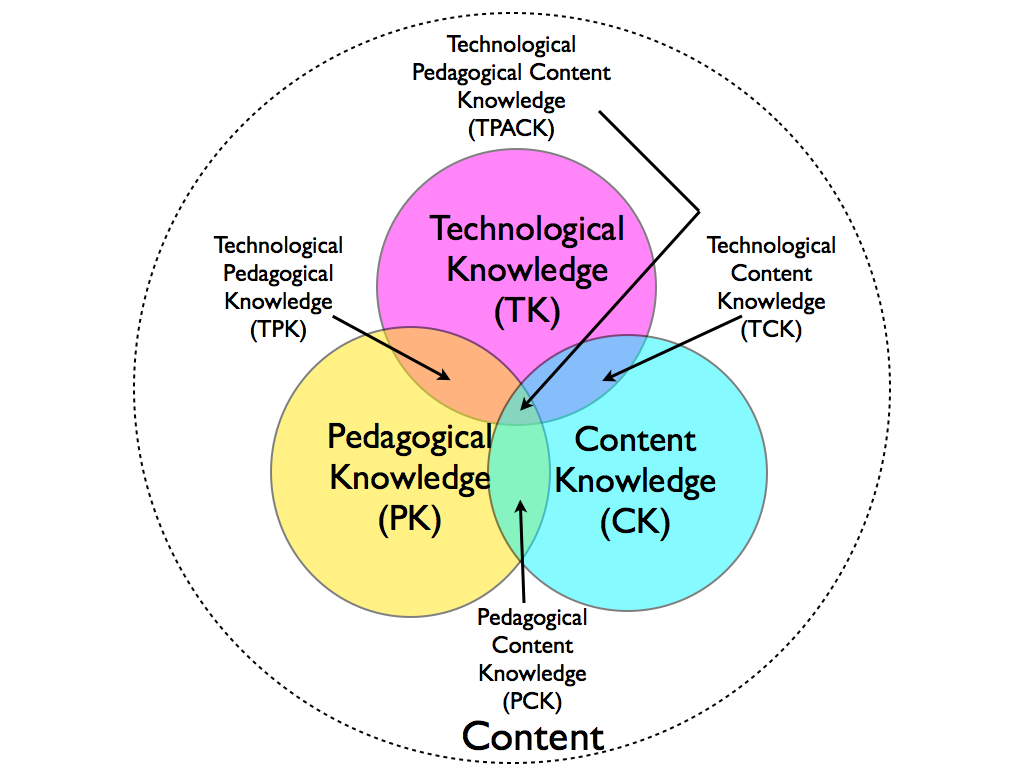
Effective EPP candidates must do more than write the lesson plan; they must be able to enact the lesson with K-12 students, using pedagogical skills to convey meaning. Skillful teaching performance is essential for effective instruction. Candidates must have multiple strategies to teach concepts so as to reach many different types of learners. UETS standards 5, 6, and 7 will be rated on the Student Teaching Final Evaluation, which is under development.

**Evidence for Claim 2. Effective Instructional Practices using Technology**

*Teaching Support Documents - Teaching with Technology*

Rationale for using TSD - Teaching with Technology.

Effective teachers incorporate technology into lessons in appropriate ways. Candidates learn to infuse lessons with technology through technology specific courses and in methods courses using the TPACK model (see the figure below). Candidates then demonstrate through their TSD how technology is be integrated into lessons in both teaching and student learning.



**Evidence for Claim 3. Reflective, Ethical, and Professional Practice**

*Teaching Support Documents Lesson Reflections*

*Portfolio Reflections*

Rationale for using TSD – Lesson Reflections.

Effective teaching includes reflection at the end of a lesson to evaluate student learning, the quality of instruction, and plan for future instruction. The analysis of lesson reflections will be rated using the TSD Rubric, which is under development. Scores will indicate candidates’ ability to use reflection of practice to evaluate their own teaching and plan appropriately to improve future instruction to meet the needs of students.

Rationale for using Portfolio Reflections.

The portfolio provides candidates an opportunity to document content and pedagogical knowledge gained during student teaching that is beyond that learned during preparation and the impact this made to instruction. This represents continued learning by the candidate. Ratings of portfolio reflections using the portfolio rubric, which is under development, will provide evidence that students engage in continued professional learning.

**Program Curriculum**

**22. All Program Courses**

*List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours.*

|  |  |  |
| --- | --- | --- |
| **Course Prefix & Number** | **Title** | **Credit Hours** |
| MED 6020 | Diversity in Education | 2 |
| MED 6050 | Curriculum Design, Evaluation, Assessment | 3 |
| MED 6110 **or**  MED 6120 | Introduction to Classroom Management  Advanced Classroom Management | 3  3 |
| MED 6229 | Instructional Technology for Pre-Service Teachers | 2 |
| MED 6265 | Foundations in Inclusive Teaching | 2 |
| MED 6311 | Content Instruction in the Elementary School: Science | 2 |
| MED 6312 | Content Instruction in the Elementary School: Mathematics | 2 |
| MED 6313 | Content Instruction in the Elementary School: Social Studies | 2 |
| MED 6314 | Reading Instruction in Elementary School | 2 |
| MED 6316 | Language Arts Instruction in Elementary Schools | 2 |
| MED 6317 | Arts Integration for Elementary Teachers | 2 |
| MED 6860 | Practicum in Education | 2 |
| MED 6870 | Student Teaching in Elementary Education | 6 |
|  | **Sub-Total** | 32 |
| **Elective Courses** | No elective courses are required. | 0 |
|  | **Sub-Total** |  |
| **Track/Options** | No separate tracks within the elementary licensure will be offered. | 0 |
|  | **Sub-Total** |  |
|  | **Total Number of Credits** | **32** |

**23. New Courses to be Added in the Next Five Years**

It is not anticipated that any new courses will be added in the coming years. All courses listed above have been through WSU’s curriculum process, and all have been offered and taught previously.

**INFORMATION PAGE**

Did this program proposal receive unanimous approval within the Department? yes If not, what are the major concerns raised by the opponents?

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program**.

Only the Teacher Education Department can teach courses for the elementary teaching license. This program is part of the department and thus will have no effect on other departments.

**A Master’s Degree program** must have a **minimum of 30 credit hours with a maximum of 36 credit hours**.

**A Bachelor** of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Integrated Studies must have a **minimum of 120 credit hours with a program maximum of 126 hours** (This is a state system-wide requirement). Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program, i.e. Dental Hygiene, Nursing, Radiology**.**

**An Associate of Arts or an Associate of Science must have a minimum of 60 credit hours with a program maximum of 63 credit hours**. **An Associate of Applied Science must have a minimum of 63 credit hours with a program maximum of 69 credit hours.**

**Major programs that require a minor will consist of not fewer than 30 credits and not more than 48** credits in the major field. **Major programs that do not require a minor** shall consist of **not more than 63 credits in the major field.**

**A minor is a program** of study generally selected to complement and strengthen a student’s major and/or enrich the student’s overall educational program. **A minor consists of not fewer than 15 credits**. Courses that are used to satisfy the general education requirements can be used as part of the minimum number of hours needed for the minor requirements, unless prohibited by a particular college or department.

**Indicate the number of credit hours** for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.) 32

**After the appropriate Approvals, Email the electronic file (Microsoft Word .docx) to bstockberger @weber.edu You may scan the Approval Page with the Signatures and email it, send a hard copy to MC 1033 through campus mail or bring to the Faculty Senate Office MA210J. Send all supporting documents pertaining to your proposal.APPROVAL PAGE**

for Graduate Certificate in Elementary Teaching

X The WSU Library has adequate information resources to support this proposal.

\_\_\_\_\_ Currently, the WSU Library does not have adequate information resources to support this program. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the Library’s budget.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WSU Librarian/Date (Must be signed by the Library)

Approval Sequence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Date (& BIS Director if applicable)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Curriculum Committee/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director or ATE Director (if applicable)/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of College/Date

|  |
| --- |
| Programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  University Council on Teacher Education/Date |

|  |
| --- |
| Master’s programs must be reviewed by the University Graduate Council **before** being submitted to the Curriculum Committee.  I have read the proposal and discussed it with the program director .  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  University Graduate Council Representative/Date |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Curriculum Committee/Date

Passed by Faculty Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Effective Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_