CEBS CURRICULUM COMMITTEE
3:00 pm – February 7, 2012
GRH 3073

I. Approval of Minutes of the January 24, 2012 called CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Department of Counseling and Student Affairs

1. Revise a Program – 046, School Counseling

School of Teacher Education

1. Revise Course Prerequisites/Corequisites - LTCY 420, Literacy Methods in the Elementary Grades
2. New Course - LTCY 500, Fundamentals of Reading and Related Language Arts
3. New Course - LTCY 501, Reading and Writing for Learning
4. New Course - LTCY 502, Differentiating Literacy Instruction
5. New Course - LTCY 503, Assessment and Evaluation of Reading and Writing
6. New Course - LTCY 504, Strategy-Based Reading and Writing Intervention
7. New Course - LTCY 505, Job-Embedded Literacy Methods
8. New Course - LTCY 510, Methods of Teaching Literacy to Adolescents
9. Proposal for a New Certificate Program – Literacy in Post-Secondary Settings
10. Revise Course Corequisites - IECE 521, Assessment in Early Childhood Special Education
11. New Course - IECE 526, Practicum in Interdisciplinary Early Childhood Education
12. New Course - IECE 530, Advanced IECE Curriculum Development
13. New Course – IECE 550, Advanced Early Childhood Assessment
14. Revise a Program – 0436, Master of Arts in Education: Interdisciplinary Early Childhood Education, Birth to Primary
15. Revise a Program – 0437, Special Education: Learning and Behavioral Disorders
16. New Course – SPED 335, Foundations of Special Education
17. New Course – SPED 340, LBD Elementary Instructional Methods
18. New Course – SPED 345, LBD Secondary Methods
19. New Course – SPED 350, Assessment in Special Education
20. New Course – SPED 400, Behavior Management Strategies in Special Education
21. New Course – SPED 424, Inclusion, Collaboration and Diversity in the Classroom
22. New Course – SPED 425, LBD Language Interventions: Strategies and Materials
23. New Course – SPED 480, Senior Project for Learning and Behavior Disorders
24. Revise a Program – 553, Exceptional Education: Learning and Behavior Disorders
25. New Course - EDU 599, Thesis Research and Writing
26. New Course - EDU 600, Maintaining Matriculation

III. **Other Business**

▪Discuss March Meeting Date

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

Contact Person: Bill Kline, bill.kline@wku.edu, 270 745-4953

1.   **Identification of program:**
     1.1   Current program reference number: 046
     1.2   Current program title: School Counseling
     1.3   Credit hours: 48

2.   **Identification of the proposed program changes:**
     • Revise Application Process for the Department of Counseling and Student Affairs Master's Degree Program in School Counseling.
     • Correct departmental URLs.
     • Edit and revise content for clarity and accuracy.

3.   **Detailed program description:**

Master of Arts in Education: School Counseling, Ref. # 046 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: *http://edtech.wku.edu/~counsel/programs.htm.* The School Counseling program reflects current *national accreditation* standards for the preparation of school counselors *and the most contemporary model for school counseling*. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.	Master of Arts in Education: School Counseling, Ref. # 046 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: *http://www.wku.edu/csa/sc/index.php*. The School Counseling program reflects current *Council for the Accreditation of Counseling and Related Educational Programs (CACREP)* standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.
Application for admission to the MAE: School Counseling	Application for admission to the MAE: School Counseling
The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications from certified teachers AND from applicants who are not certified as teachers **Applications are reviewed once each year for**	**Application deadline is April 15 each year for admission in the following fall semester. (*Consult the Department website for the current application deadline*).** Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This

admission the following fall semester. (*Consult the Department website for the current application deadline).* Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions ~~decisions~~ based on applicants' credentials and the interview assessment. ~~**The application process is competitive with a limited number of openings available**~~ on the main and off campus sites.

Application for admission requires three steps:

Step 1. Submit required materials to Graduate Studies. Step 2. Apply for admission to the School Counseling Program. Step 3. If invited by the faculty, participate in an interview process on campus.

Step 1. Submit required materials to Graduate Studies

    ~~A.~~ Complete the online graduate application process found at the following address: ~~*https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR*~~

    ~~B.~~ Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.

    ~~C.~~ Submit official transcripts of all post-secondary academic work. ~~**All applicants must have a minimum overall GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours. Admission is competitive; the GPA listed above is the minimum.**~~

    ~~D.~~ All applicants who hold a current valid teaching certificate must submit an official copy of their teaching certificate.

    ~~E.~~ Submit an official report of the Graduate Record Examination (GRE) *(including the*

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approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions **recommendations** based on applicants' credentials and the interview assessment. **The application process is competitive with a limited number of openings available.**

Application for admission requires three steps:

Step 1. Submit required materials to Graduate Studies. Step 2. Apply for admission to the School Counseling Program. Step 3. If invited by the faculty, participate in an interview process on campus.

Step 1. Submit required materials to Graduate Studies

    1. Complete the online graduate application process found at the following address: **https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR&qtype=GR**

    2. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.

    3. Submit official transcripts of all post-secondary academic work.

    4. All applicants who hold a current valid teaching certificate **in any state** must submit an official copy of their teaching certificate.

    5. Submit an official report of **either** the Graduate Record Examination (GRE) *(including the analytic writing section)* **or the Miller Analogy Test directly to Graduate Studies.**
    *Be sure to complete the GRE **or Miller***

analytic writing section) directly to Graduate Studies.
 	
Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.
 	
~~All applicants for the School Counseling Program are required to submit GRE scores. Minimum required scores are at least a Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5.. Admissions are competitive and these scores represent minimum acceptable scores.~~
 	
    ~~F.~~ Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.
	Analogy Test *several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.*
	  6. Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

<u>Step 2</u> . Apply to the School Counseling Program.
 	
The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the **~~specified materials~~** directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
  1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
      a. Discuss what it would mean to you to become a school counselor.
      b. Describe your personal characteristics that prepare you to become an effective school
	<u>Step 2</u> . Apply to the School Counseling Program.
	
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	  1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
	      a. Discuss what it would mean to you to become a school counselor.
	      b. Describe your personal characteristics that prepare you to become an effective school

counselor.

c. Discuss how you deal with your emotional reactions to events in your life.
d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
e. Briefly discuss how you deal with stressful events.
f. Explain how your friends and family would describe the way you function in your relationships with them.
g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.

2. A completed admission form **PDF** | **MS Word**,
   a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
   b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check **prior to your application**.) *Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.*

3. Three recommendations that use the Candidate Recommendation Form: PDF | MS Word
   a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts*

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counselor.

c. Discuss how you deal with your emotional reactions to events in your life.
d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
e. Briefly discuss how you deal with stressful events.
f. Explain how your friends and family would describe the way you function in your relationships with them.
g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.

2. A completed admission form **http://www.wku.edu/csa/documents/admission/app_admission.pdf or http://www.wku.edu/csa/documents/admission/app_admission.docx**
   a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
   b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check **to be considered for admission**.) *Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.*

3. Three recommendations that use the Candidate Recommendation Form: **http://www.wku.edu/csa/documents/admission/rec-forms.pdf or http://www.wku.edu/csa/documents/admission/rec-forms.docx**

and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.

b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this ~~person~~ an envelope in which they will seal the recommendation.

c. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.

4. An unofficial copy of your transcripts and GRE scores.
5. A current vita
6. Mail your complete application portfolio to:
   Department of Counseling and Student Affairs
   School Counseling Program
   Western Kentucky University
   Gary A Ransdell Hall 2011
   1906 College Heights Blvd. #51031
   Bowling Green, KY 42101-**_1031_**

The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

Step 3. If invited, participate in the on-campus interview process.

Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants

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a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.*

b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which **she or he** will seal the recommendation.

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The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

Step 3. If invited, participate in the on-campus interview process.

Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants

will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:

1. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
2. Discussion of academic and professional goals.
3. Expectations of faculty.
4. Demonstration of interpersonal skills and insight into personal motivations.
5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment **and who are ranked high** following the interview assessment.
After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements—48 hours
The specific requirements for the MAE program in School Counseling are as follows:
CNS 550 Introduction to Counseling
CNS 551 Classroom Guidance
CNS 598 Research and Program Evaluation in Counseling
CNS 552 Testing and Assessment
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human Development
CNS 558 Counseling Theories
CNS 559 Techniques of Counseling
CNS 660 Administration of Counseling Services
CNS 568 Counseling Children and Adolescents
CNS 658 Seminar Guidance/Counseling

CNS 590 Practicum CNS 595 Internship (6 hours) *Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:* ~~*http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm*~~.	CNS 590 Practicum CNS 595 Internship (6 hours) *Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:* **http://www.wku.edu/cebs/programs/graduate/comp_exams/index.php**

4. **Rationale for the proposed program change:**

- A recent review of state statutes found that initial certification for school counseling does not incorporate the state standards for initial teacher certification that were included in the current version of the school counseling admissions process. The proposed modification will align the school counseling admissions process with state requirements for initial certification in school counseling. This modification allows the admissions process in School Counseling to be consistent with other departmental programs' competitive admissions processes and the use of either the MAT or GRE.
- Correct URLs to enable applicants and potential applicants to find necessary information and forms.
- Copy edit for clarification and accuracy to minimize confusion and provide correct information.

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

   Fall 2012.

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

   Department of Counseling and Student Affairs: _____1/11/2012_____

   CEBS Curriculum Committee _____

   Professional Education Council _____

Graduate Council: _____

University Senate: _____

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

Contact Person: Cassie F. Zippay (cassie.zippay@wku.edu; 745-2679)

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: LTCY 420
   1.2   Course title: Literacy Methods in the Elementary Grades
   1.3   Credit hours: 3

2. **Current prerequisites/corequisites/special requirements:** LTCY 320 and ELED 345 with grades of "C" or higher and admission to Teacher Education.

3. **Proposed prerequisites/corequisites/special requirements:** LTCY 320 and ELED 345 or SPED 340 with grades of "C" or higher and admission to Teacher Education.

4. **Rationale for the revision of prerequisites/corequisites/special requirements**:
   The revision is needed to align this course accurately with new courses in the Special Education LBD/Elementary Dual Certificate Program.

5. **Effect on completion of major/minor sequence:** None.

6. **Proposed term for implementation:** Fall 2013

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

   School of Teacher Education   12/14/2011

   CEBS Curriculum Committee   _____

   Professional Education Council   _____

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Pam Petty, pamela.petty@wku.edu, (270) 745.2922

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: LTCY 500
        1.2   Course title: Fundamentals of Reading and Related Language Arts
        1.3   Abbreviated course title: Fund Read & Language Arts
        1.4   Credit hours and contact hours: 3 hours
        1.5   Type of course: Lecture
        1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings
                 Certificate, or instructor permission
        1.7   Course catalog listing:
                 A survey of models of the reading process, research on oral and written language
                 development, and the significant approaches to reading instruction. Provides
                 instruction for fundamental understanding of the theoretical rationale of the
                 reading and related language arts processes. Course is not appropriate for
                 certified teachers and does not count toward the MAE in Literacy Education.

2.   **Rationale:**

        2.1   Reason for developing the proposed course:
                 The primary impetus for development of the proposed course are urgent requests
                 from community and technical colleges specifically under guidelines to meet
                 accreditation guidelines for reading instructors that recommend a minimum of 18
                 hours of post-graduate hours in reading. Current course listings within the MAE
                 Literacy program are restricted to those individuals who hold current teacher
                 certification. Therefore, there are no existing Literacy graduate courses available
                 for non-teacher certified individuals who need post-graduate work in literacy. The
                 proposed course will provide guidance for aligning courses/instruction with the
                 Kentucky Core Academic Standards and prepare those working in
                 community/technical colleges to better meet guidelines related to college
                 readiness and retention mandated by Senate Bill 1 (2009). Further, this course
                 provides experiences in aligning curriculum, instruction, and assessment with
                 standards from the International Reading Association (IRA) and the National
                 Council of Teachers of English (NCTE). This course was offered as a temporary
                 course in fall 2011.

        2.2   Projected enrollment in the proposed course:
                 The proposed course will be a required course for the proposed Literacy in Post-
                 Secondary Settings Certificate. An average of 15 students per semester is

expected to enroll in the course each offering. This estimate is based on the number of requests received by Literacy program faculty from community/technical colleges, adult education centers, and other post-secondary educational institutions.

2.3   Relationship of the proposed course to courses now offered by the department: This course is similar to LTCY 519 Foundations of Reading Instruction in that it does provide an overview of reading processes, but LTCY 519 assumes a background in teacher education. The proposed course is planned to be part of a Literacy in Post-Secondary Settings Certificate. Courses within the Literacy in Post-Secondary Settings Certificate will focus not only on the foundational aspects of reading, writing, listening, and speaking, but will also include a focus on highly effective teaching and learning. Since students in this proposed course will not hold teacher certification, the proposed course will included instructional elements of maintaining a positive learning climate, assessment and reflection, instructional rigor, and student engagement. There is one other course in the School of Teacher Education (STE, SMED 530 *Literacy Support for Diverse Learners in Mathematics and Science,* that is designed to develop literacy education skills in students who are not already certified teachers. SMED 530 is a reading course for non-teacher certified individuals but has the following prerequisites that keep it from being an option for those non-teacher certified individuals but it is restricted to students in the GSKyTeach program and emphasizes development of literacy skills in teaching mathematics and science. There are no other courses offered on WKU's campus that address foundational reading and language arts curricula that are available to students who are not already certified teachers.

2.4   Relationship of the proposed course to courses offered in other departments: There are no other courses offered at WKU that address foundational reading that are available to non-teacher certified students. LTCY 500 could serve as a service course for some MAE programs, such as the MAE in Adult Education.

2.5   Relationship of the proposed course to courses offered in other institutions: Most universities in Kentucky and throughout the United States offer reading courses that focus on foundations, theories, and process related to reading and the integrated language arts; however, almost without exception these are offered within MAE programs and require that candidates in the program hold a teaching license. One exception, California State University, Fullerton, offers a similar course within their certificate program (READ 505 Foundations of Post-Secondary Reading and Learning) for non-teacher certified individuals. This proposed course is a "just in time" course to fit the needs of a changing educational structure (developmental/remedial education) that is emerging nationwide.

3.   Discussion of proposed course:

3.1 Course objectives:
As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learners' literacy development. At the conclusion of this course students will:

- Demonstrate an understanding of research in reading and language arts;
- Gain experience with how people learn to read;
- Understand and teach the phonological and morphological structure of English;
- Understand and teach orthography/spelling;
- Recognize the relationship between second language acquisition and reading/writing;
- Recognize the relationship among language, spelling, reading and writing;
- Demonstrate understanding of the psychological and sociolinguistic aspects of reading and writing;
- Demonstrate understanding of balanced comprehensive literacy instruction;
- Demonstrate respect for such individual differences as ethnic, culture, gender, linguistic and socioeconomic status; and
- Understand and teach the writing process (prewriting, drafting, revising, editing, publishing).

3.2 Content outline:
- Examine and align with Kentucky Core Academic Standards for ELA Knowledge and Beliefs About Reading
- Cognitive Insights into Reading and Learning to Read
- Structure of the English language (phonology, morphology, orthography)
- Schema Theory and Reading Comprehension
- Reading and writing instruction for English Language Learners
- Culturally responsive literacy and differentiated instruction
- Metacognition and Learning
- Approaches to Reading Instruction
- Process writing
- Reading Fluency
- Vocabulary Knowledge and Concept Development

3.3 Student expectations and requirements:
Students will be expected to demonstrate an understanding of the fundamentals of reading instruction. Students will be expected to know how to guide learners' development in all aspects of literacy learning including vocabulary, comprehension, and fluency. During this course students will demonstrate that they a) understand national (IRA, NCTE) and state standards (Kentucky Core Academic Standards); b) can deconstruct those standards into learning targets, appropriately plan instruction using those learning targets/standards and; c) know

how to assess student learning on those standards. Students will be expected to read, reflect, work cooperatively with peers, and take leadership roles within the course. During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective ways of providing research-based literacy instruction. Student learning will be evaluated through article and book critiques, participation, presentations, and creation of lesson plans and a unit that represent alignment with standards.

3.4   Tentative texts and course materials:
Vacca, J.A.L., Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhard, L.A., &
     McKeon, C.A. (2009). *Reading and learning to read,* 7th ed. NY: Allyn
     & Bacon.

Cobb, J. B. & Kallus, M. K. (2011). *Historical, theoretical, and sociological*
     foundations of reading in the United States. NY: Allyn & Bacon.

4.   Resources:
4.1   Library resources: Adequate
4.2   Computer resources: Present resources are adequate.

5.   Budget implications:
5.1   Proposed method of staffing: Existing departmental faculty; no new faculty will
     be needed.

5.2   Special equipment needed:
     None

5.3   Expendable materials needed:
     None

5.4   Laboratory materials needed:
     None

6.   Proposed term for implementation:
Summer 2012

7.   Dates of prior committee approvals:

School of Teacher Education   12/14/2011

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Pam Petty, pamela.petty@wku.edu, (270) 745.2922

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: LTCY 501
   1.2   Course title: Reading and Writing for Learning
   1.3   Abbreviated course title: Read & Write for Learning
   1.4   Credit hours and contact hours: 3 hours
   1.5   Type of course: Lecture
   1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings
         Certificate, or instructor permission
   1.7   Course catalog listing:
         Instruction in the ways reading and writing are interrelated processes, facilitate
         learning from print, and woven together to better prepare students for the critical
         reading, critical thinking, and writing expectations of college and career. Course
         is not appropriate for certified teachers and does not count toward the MAE in
         Literacy Education.

2. **Rationale:**
   2.1   Reason for developing the proposed course:
         College and career readiness standards require that learners must read for
         information and write to communicate. This proposed course will be a required
         course in the proposed Literacy in Post-Secondary Settings Certificate.
         Specifically, this course will focus on how to teach students how to learn from
         expository text and how to communicate clearly through writing to learn.
         Discipline specific (i.e., science, history, social studies) content area reading
         instructional methods and strategies will prepare students in this course to provide
         support for learners. Requests from community and technical colleges to offer
         post-graduate courses in Literacy have been received. Specifically, non-teacher
         certified personnel working in post-secondary settings need to meet an 18 hour
         Southern Association of Colleges and Schools (SACS) guideline. Current course
         listings within the MAE Literacy program are restricted to those individuals who
         hold current teacher certification. Therefore, there are no existing Literacy
         graduate courses available for non-teacher certified individuals who need post-
         graduate work in literacy.

   2.2   Projected enrollment in the proposed course:
         The proposed course will be a required course for the proposed Literacy in Post-
         Secondary Settings Certificate. An average of 15 students per semester is
         expected to enroll in the course each offering. This estimate is based on the

number of requests received from community/technical colleges, adult education centers, and other post-secondary educational institutions.

2.3   Relationship of the proposed course to courses now offered by the department: This course is similar in content to LTCY 524 Teaching Literacy in the Content Areas; however, students in this proposed course will not hold teacher certification which is an admission requirement in the current MAE-Literacy Education program. Additionally, LTCY 524 assumes a background in teacher education. A course for non-teacher certified individuals, SMED 530 Designing Instruction for Students with Special Needs and Promoting Literacy, is offered, but it is designed specifically for and restricted to students admitted to the GSKyTeach program.

2.4   Relationship of the proposed course to courses offered in other departments: While there are other offerings on campus that involve reading to learn and writing to learn those courses are focused on the student's capabilities, not on preparing them to teach to others the processes of reading to learn and writing to learn. LTCY 501 could serve as a service course for some MAE programs, such as the MAE in Adult Education. There are no other courses offered at WKU that prepare non-teacher-certified individuals to teach content/disciplinary reading and writing.

2.5   Relationship of the proposed course to courses offered in other institutions: Content-area literacy courses are staples in MAE programs for Literacy in post-secondary institutions across the nation. Typically, MAE programs have admission requirements that include holding a current teaching certificate. This proposed course is unique in that it targets instructors at community colleges, technical colleges, and adult education centers who do not hold current licensure and for non-educators who want to teach in post-secondary institutions that require 18 hours of reading courses to meet Southern Association of Colleges and Schools (SACS) accreditation guidelines.

3.   Discussion of proposed course:

3.1   Course objectives:

As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learners' literacy development. At the conclusion of this course students will:

- Demonstrate an understanding of and instructional use of the Kentucky Core Academic Standards;
- Understand the basic concepts and pedagogy associated with content area reading;
- Demonstrate instructional practices related to content area reading and study skills;

- Understand the basic processes and pedagogical foundations associated with process writing for learning;
- Demonstrate instructional practices related to process writing for learning;
- Develop instructional plans using practical and motivating strategies for making reading and writing tools for learning;
- Exhibit an understanding of literacy coaching strategies that enhance content learning and instruction that provides students with the skills and strategies they need to extend content knowledge for success in college and career arenas.

3.2   Content outline:

As a result of successfully completing the course, participants will have the vocabulary for and a working understanding of a range of effective strategies, processes, and techniques for teaching content area reading with the express purpose of teaching students to learn from print:

- Trends in content area reading and writing;
- Process of actively reading information text;
- Kentucky Core Academic Standards for information text (reading) to teach students to:
    o Read closely to determine what the text says explicitly and to make logical inferences from it;
    o Cite specific textual evidence when writing or speaking to support conclusions drawn from the text;
    o Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas;
    o Analyze how and why individuals, events, and ideas develop and interact over the course of a text;
    o Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone;
    o Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
    o Assess how point of view or purpose shapes the content and style of a text;
    o Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words;
    o Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence;
    o Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; and

- o Read and comprehend complex literary and informational texts independently and proficiently.
- Kentucky Core Academic Standards for information text (writing) to teach students to:

  - o Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
  - o Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;
  - o Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;
  - o Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
  - o Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;
  - o Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others;
  - o Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation;
  - o Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism;
  - o Draw evidence from literary or informational texts to support analysis, reflection, and research; and
  - o Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.
- National and State Standards for IRA content area reading standards and NCTE language arts standards

3.3   Student expectations and requirements:
Students will be expected to demonstrate an understanding of the interrelated nature of the reading and writing processes, especially in terms of learning from print. Students will be expected to know how to integrate reading and writing into content instruction in ways that align with the Kentucky Core Academic Standards, standards for content teachers from the International Reading Association (IRA), and standards for writing from the National Council of Teachers of English (NCTE). During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective ways of providing research-based reading and writing instruction in content areas. Student learning will be evaluated

through article and book critiques, participation, presentations, and creation of lesson plans and a unit that represent alignment with standards as embedded professional development in their current positions or through job-embedded experiences.

3.4 Tentative texts and course materials:
Dussenberry, P. & Moore, J. O. (2011). *Crossroads: Integrated reading and writing*. NY: Longman.

Strong, W. (2011). *Coaching writing in content Areas: Write-for-insight strategies.* NY: Allyn and Bacon.

4. Resources:
4.1 Library resources: Adequate
4.2 Computer resources: Present resources are adequate.

5. Budget implications:
5.1 Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed.

5.2 Special equipment needed:
None

5.3 Expendable materials needed:
None

5.4 Laboratory materials needed:
None

6. Proposed term for implementation:
Summer 2012

7. Dates of prior committee approvals:

School of Teacher Education: 12/14/2011

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1.   Identification of proposed course:
      1.1   Course prefix (subject area) and number: LTCY 502
      1.2   Course title: Differentiating Literacy Instruction
      1.3   Abbreviated course title: Differentiating Ltcy Instr
      1.4   Credit hours and contact hours: 3 hours
      1.5   Type of course: Lecture
      1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings
              Certificate, or instructor permission
      1.7   Course catalog listing:
              Exploration of differentiated literacy instruction focusing on modification of
              instructional content, process, assessment, and student product to meet the needs
              of all learners. Course is not appropriate for certified teachers and does not count
              toward the MAE in Literacy Education.

2.   Rationale:

      2.1   Reason for developing the proposed course:
              This course is needed to prepare Literacy in Post-Secondary Settings Certificate
              candidates to build a literacy curriculum that recognizes and appreciates the
              differences in the way reading instruction needs to be adapted to serve all
              learners. The WKU service region has many diverse literacy learners. Requests
              from community and technical colleges to offer post-graduate courses in Literacy
              have been received. Specifically, non-teacher certified personnel working in post-
              secondary settings need to meet an 18 hour Southern Association of Colleges and
              Schools (SACS) guidelines. Current course listings within the MAE Literacy
              program are restricted to those individuals who hold current teacher certification.
              Therefore, there are no existing Literacy graduate courses available for non-
              teacher certified individuals who need post-graduate work in literacy.

      2.2   Projected enrollment in the proposed course:
              The proposed course will be a required course for the proposed Literacy in Post-
              Secondary Settings Certificate. An average of 15 students per semester are
              expected to enroll in the course each offering. This estimate is based on the
              number of requests received by Literacy program faculty from
              community/technical colleges, adult education centers, and other post-secondary
              educational institutions.

2.3 Relationship of the proposed course to courses now offered by the department: This course is similar to LTCY 527 Literacy Learning and Cultural Diversity which is a required course within the MAE-Literacy Education program and does aid teachers in working with diverse student populations; however, this course is not as specific for adjusting instruction based on many factors of diversity. Additionally, LTCY 527 requires admission into the MAE-Literacy Education program and candidates must hold a teaching certificate. While other program areas in the School of Teacher Education offer courses, e.g., EDU 522 Foundations of Differentiated Instruction and EXED 531 Advanced Prescriptive Teaching, which delve into the individual needs of learners, neither focuses exclusively on differentiated literacy instruction. Both EDU 522 and EXED 531 require that students hold a teaching certificate. SMED 530 Literacy Support for Diverse Learners focuses on developing literacy instruction for diverse learners in math and science rather than all learners. Additionally, all SMED 530 students must be accepted into the GSKY teach program and meet all prerequisites.

2.4 Relationship of the proposed course to courses offered in other departments: Courses regarding differentiated instruction do not exist in other departments. PSY 520 Individual Differences and Diversity addresses individual and group differences from research- and theory-based psychological perspectives rather than an application and education-oriented perspective. Although MATH 507 Math Concepts for Elementary Teachers, MLNG 474G Teaching Foreign Language, BIOL 507 Science Concepts for Elementary Teachers, and ENG 566 Teaching and Testing ESL Grammar are teaching methods courses, they do not focus on differentiated literacy instruction. Additionally, these courses are intended for graduate students who are already certified. The proposed course may provide a service to students enrolled in masters programs such as Adult Education by offering them the opportunity to enrich their own core program with this proposed course.

2.5 Relationship of the proposed course to courses offered in other institutions: Most universities in Kentucky and throughout the United States offer education courses in differentiating instruction for diverse populations; however, this proposed course is unique because it focuses solely on methods of differentiating literacy instruction for diverse populations. Additionally, those course offerings at other institutions across the US require graduate program admission and teacher certification.

3. **Discussion of proposed course:**
   3.1 Course objectives:
   As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learners' literacy development. At the conclusion of this proposed course, students will be able to:
   - Understand theory and research regarding differentiated instruction as a planned approach rather than a reactive approach to teaching literacy;

- Understand the role of the literacy teacher in differentiated instruction;
- Determine learners' needs;
- Adapt the literacy curriculum to meet the needs of all learners;
- Differentiate the learning process, product, and environment for all learners;
- Monitor and evaluate literacy assessment strategies for differentiation; and
- Design differentiated literacy lessons and units.

3.2   Content outline:
- Theory and Research of Differentiated Instruction
  Introduction to theory and research behind differentiated instruction.
- Understanding Learner Needs
  Readiness levels, interests, learning profiles, and learning styles will be presented.
- The Role of the Literacy Teacher in Differentiated Instruction
  An exploration of how the literacy teacher orchestrates, guides, and plans the differentiated learning experiences in response to learners' needs.
- Differentiating the Literacy Curriculum
  Examination of how to adapt the literacy curriculum in response to the varying needs of all learners in the classroom.
- Differentiating the Learning Process
  Focuses on learning how to differentiate the learning process by creating opportunities, such as learning centers, flexible grouping, and use of manipulatives, for students based on students' readiness, learning preferences, and interests.
- Differentiating the Product
  Focuses on learning how to guide learners to select effective and appropriate demonstrations and presentations of learning based on their varying needs. Differentiating the product may include student created speeches, posters, models, skits, or dances.
- Differentiating the Environment
  Develops an understanding of the ways in which the learning environment must be altered to nurture the varying needs of its learners, including having a growth mindset, making personal connections, and creating caring communities.
- Monitoring and Evaluating
  Focuses on understanding how to use literacy assessment strategies before, during, and after reading in the differentiated literacy classroom.
- Planning Lessons and Units
  Focuses on application of differentiated literacy instruction as students learn how to design and evaluate literacy lessons and units that incorporate differentiated strategies.

3.3   Student expectations and requirements:
Students will read, think, share ideas, question, and learn together. During this course of study students will critically read, view, and analyze the assigned texts,

articles, and other course materials. In addition, students will explore effective ways of differentiating literacy instruction in response to learners' needs through their own scholarly research and presentation to classmates. Student learning will be evaluated through article and book critiques, participation, presentations, and creation of lesson plans and a unit.

3.4　Tentative texts and course materials:
Drapeau, P. (2004). *Differentiated instruction making it work: A practical guide to planning, managing and implementing differentiated instruction to meet the needs of all learners.* New York, NY: Scholastic.

King-Shaver, B., & Hunter, A. (2009). *Adolescent literacy and differentiated instruction.* Portsmouth, NH: Heinemann.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

4.　Resources:
4.1　Library resources: Adequate
4.2　Computer resources: Present resources are adequate.

5.　Budget implications:
5.1　Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed.

5.2　Special equipment needed:
None

5.3　Expendable materials needed:
None

5.4　Laboratory materials needed:
None

6.　Proposed term for implementation: Summer 2012

7.　Dates of prior committee approvals:

School of Teacher Education　　　　　　　12/14/2011

CEBS Curriculum Committee　　　　　　　_____

Graduate Council　　　　　　　　　　　　_____

University Senate　　　　　　　　　　　　_____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Pam Petty, pamela.petty@wku.edu, (270) 745.2922

1.	**Identification of proposed course:**
	1.1	Course prefix (subject area) and number: LTCY 503
	1.2	Course title: Assessment and Evaluation of Reading and Writing
	1.3	Abbreviated course title: Assess & Eval Read & Write
	1.4	Credit hours and contact hours: 3 hours
	1.5	Type of course: Lecture
	1.6	Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings
		Certificate, or instructor permission
	1.7	Course catalog listing:
		An introduction to assessment and evaluation of readers and writers. Includes
		experience in reviewing, matching, and administering assessments. Using data to
		inform instruction, including formative and summative assessments. Course is not
		appropriate for certified teachers and does not count toward the MAE in Literacy
		Education.

2.	**Rationale:**

	2.1	Reason for developing the proposed course:
		Community and technical colleges have made repeated requests for the university
		to offer coursework in Literacy for non-teacher certified instructors. To meet
		accreditation guidelines for teaching reading requires a minimum of 18 hours of
		post-graduate hours in literacy/reading. This course answers the need for a deep
		focus on assessment and using data for improved instruction. This course will
		provide guidance for aligning assessments and instruction with the Kentucky Core
		Academic Standards and prepare those working in community/technical colleges
		to better meet mandates related to college readiness and retention mandated by
		Senate Bill 1 (2009).

	2.2	Projected enrollment in the proposed course:
		The proposed course will be a required course for the proposed Literacy in Post-
		Secondary Settings Certificate. An average of 15 students per semester is
		expected to enroll in the course each offering. This estimate is based on the
		number of requests received from community/technical colleges, adult education
		centers, and other post-secondary educational institutions.

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

LTCY 520 Clinical Diagnosis of Reading Ability offers clinical experiences with investigating reading/literacy assessments for P-12 students. However, this course is a restricted course within the MAE-Literacy Education program and requires that all students have teacher certification. The proposed course, LTCY 503, is planned to be part of a Literacy in Post-Secondary Settings Certificate. Courses within the certificate are different than any current graduate literacy courses in that a current teaching certificate is not required of those students enrolled in the course. Additionally, this course takes into account that graduate students enrolling in the course may have no background in education courses. TCHL 550 *Assessment I: Fundamentals*, TCHL 554 *Assessment II: Standardized Testing*, and TCHL 558 *Assessment III: Classroom Tests* all focus on assessment for P-12 settings and require admission into the Teacher Leader Masters MAE programs, all of which are restricted to certified teachers.

2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses offered at WKU that address foundational reading that are available to people who do not hold a teaching certificate. LTCY 503 could serve as a service course for MAE programs, e.g., the MAE in Adult Education. The program coordinator has expressed interest in including LTCY 503 on some students' programs of study, as most students in this program do not hold teacher certification, though they may teach literacy-related skills to adults.

2.5 Relationship of the proposed course to courses offered in other institutions: Assessment is an essential element of any MAE program for Literacy. Most universities in Kentucky and throughout the United States offer reading courses that focus on assessment and evaluation for reading and writing. The proposed course is specifically designed for instructors at community colleges, technical colleges, and adult education centers who do not hold current licensure and for non-educators who want to teach in post-secondary institutions that require 18 hours of reading courses to meet SACS accreditation guidelines.

3. **Discussion of proposed course:**
3.1 Course objectives:

This course is designed to provide an introduction to and understanding of the role of assessment and evaluation of readers and writers. At the conclusion of this course students will:

- Know how to review assessment options;
- Understand how to match assessments with learners;
- Demonstrate the role of assessment in matching learners with methods and materials to aid instruction and increase learning;
- Demonstrate how to incorporate formative and summative assessments within instruction to monitor student learning, inform learners, and inform instruction; and
- Be able to administer appropriate reading assessments.

3.2 Content outline:
Instruction will include the purposes of, administration of, and reporting of the following assessments:

- Reading interviews
- Writing interviews
- Observation notes
- Attitude and interest surveys
- Baseline writing assessments
- Informal reading inventories
- Analytical reading inventories
- Nationally normed reading tests
- Formative assessments
- Summative assessments

3.3 Student expectations and requirements:

Students will be expected to demonstrate knowledge of existing reading and writing assessment options; Students will be expected to read, reflect, work cooperatively with peers, and take leadership roles within the course. During this course of study students will critically read, view, and analyze the assigned texts, articles, and other course materials. In addition, students will explore effective assessments for generating data to provide appropriate literacy instruction. Student learning will be evaluated through assessment critiques of commercial assessment instruments; reporting and analyzing data gathered from formative and summative assessments, as well as diagnostic tests. Students will be expected to generate scholarly article and book critiques.

3.4 Tentative texts and course materials:
Woods, M. L. J. & Moe, A. J. (2010). *Analytical reading inventory: Comprehensive standards-based assessment for all students including gifted and remedial*, 9th ed. NY: Allyn and Bacon.

Campbell, P. & Brokop, F. (2001) *Adult diagnostic reading inventory.* Montreal, Canada: Grass Roots Press.

McAndrews, S. L. (2008). *Diagnostic literacy assessments and instructional strategies.* Newark, DE: IRA Press.

4. Resources:
4.1 Library resources: Adequate
4.2 Computer resources: Present resources are adequate.

5. Budget implications:

5.1   Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed.

5.2   Special equipment needed:
None

5.3   Expendable materials needed:
None

5.4   Laboratory materials needed:
None

6.   Proposed term for implementation:
Summer 2012

7.   Dates of prior committee approvals:

School of Teacher Education: <u>12/14/2011</u>

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: LTCY 504
        1.2   Course title: Strategy-Based Reading and Writing Intervention
        1.3   Abbreviated course title: Strat-Based Rdg & Wrtg Interv
        1.4   Credit hours and contact hours: 3 hours
        1.5   Type of course: Lecture
        1.6   Prerequisites/corequisites: Admission to Literacy in Post-Secondary Settings
                 Certificate, or instructor permission
        1.7   Course catalog listing:
                 Job-embedded (field work) to design and implement instructional techniques for
                 use with individuals or groups experiencing difficulty with literacy skills.
                 Emphasis on tutorial and small group applications. Course is not appropriate for
                 certified teachers and does not count toward the MAE in Literacy Education.

2.   **Rationale:**
        2.1   Reason for developing the proposed course:
                 This proposed course will focus on designing and implementing reading and
                 writing instructional techniques for optimizing student learning. Further, this
                 course will provide students with skills needed to teach those experiencing
                 difficulty with literacy skills. According to the International Reading Association
                 (IRA) professional standards, Standard 3 Assessment and Evaluation, "Candidates
                 use a variety of assessment tools and practices to plan and evaluate effective
                 reading and writing instruction." The primary impetus for development of the
                 proposed course are urgent requests from community and technical colleges
                 specifically under mandates to meet accreditation guidelines for reading
                 instructors that recommend a minimum of 18 hours of post-graduate hours in
                 reading. Current course listings within the MAE Literacy program are restricted
                 to those individuals who hold current teacher certification. Therefore, there are
                 no existing Literacy graduate courses available for non-teacher certified
                 individuals who seek post-graduate coursework in literacy.

        2.2   Projected enrollment in the proposed course:
                 The proposed course will be a required course for the proposed Literacy in Post-
                 Secondary Settings Certificate. An average of 15 students per semester are
                 expected to enroll in the course each offering. This estimate is based on the
                 number of requests received from community/technical colleges, adult education

centers, and other post-secondary educational institutions.

2.3 Relationship of the proposed course to courses now offered by the department: LTCY 521 is a required reading intervention course for the MAE in Literacy Education; however, it is designed for inservice teachers and will not be appropriate for students seeking the Literacy in Post-Secondary Settings Certificate, as they will not be certified teachers. While other program areas in the School of Teacher Education do not offer courses that focus on reading intervention, they do offer courses in intervention and assessment, e.g., EXED 431G *Language Intervention: Strategies and Materials* and IECE 521 *Assessment in IECE*. These courses may have some overlap with the proposed course, but none provides the specific focus of the proposed course. SMED 530 *Designing Instruction with Special Needs and Promoting Literacy requires* admission to GSKyTeach, so it is not available to those outside the GSKyTeach program. There are no other courses offered on WKU's campus that address foundational reading and language arts curricula and that are available to non-teacher certified instructors.

2.4 Relationship of the proposed course to courses offered in other departments: Reading intervention courses are not offered in other departments. The proposed course may provide a service to students enrolled in masters programs such as Adult Education by offering them the opportunity to enrich their own core programs with this proposed course.

2.5 Relationship of the proposed course to courses offered in other institutions: Other reading certificates, like those at University of California, Irvine Extension's online certificate and California State University, Fullerton, offer some reading intervention instruction as part of reading assessment courses such as EDUC 300.53 Assessment-Based Reading Instruction (graduate course) and READ 516 Diagnostic-Prescriptive Teaching of Reading.

3.   Discussion of proposed course:
3.1 Course objectives:
As a result of successfully completing the course, students will have the vocabulary for and knowledge of a range of effective strategies, processes, and techniques for supporting learner's literacy development. At the conclusion of this course students will:

- Have created an intervention plan based on an assessment summary;
- Know how to design and implement appropriate intervention strategies specified in the intervention plan;
- Have developed and conducted intervention sessions to enhance the literacy skills of selected individuals;
- Have communicated information effectively to all involved parties; and
- Have interacted with and participated in decision-making with all involved parties.

3.2   Content outline:

- Fundamental Aspects of Reading Intervention
  Explores the design and implementation of reading intervention,
  assessment for learning, and practical strategies for teaching literacy as
  students develop an intervention plan.

- Adapting Instruction to Focus on Comprehension, Vocabulary, Writing,
  and Studying
  Focuses on designing and implementing intervention strategies
  incorporated into lesson plans needed to improve reading comprehension,
  vocabulary, writing, and studying.

- Professional Roles and Responsibilities
  Focuses on teaching students how to conduct effective intervention
  sessions, communicate with involved parties, and interact with and
  participate in decision-making with involved parties.

3.3   Student expectations and requirements:
Students will be expected to create an intervention plan based on an assessment
summary for an individual, write lesson plans based on the intervention plan,
conduct intervention sessions with the individual, write progress reports, interact
with and communicate with appropriate individuals regarding the intervention
process. Students will keep a reflective journal for intervention sessions and
reflect on at least one video-taped observation of an intervention session. Student
learning will be evaluated through written plans, reports, observations, and
reflections.

3.4   Tentative texts and course materials:
Buehl, D. (2009). *Classroom strategies for interactive learning* (3rd ed.). Newark,
        DE: International Reading Association, Inc.

Campbell, P. (2003). *Teaching reading to adults: a balanced approach.*
        Edmonton, Alberta: Grass Roots Press.

4.   Resources:
4.1   Library resources: Adequate
4.2   Computer resources: Present resources are adequate.

5.   Budget implications:
5.1   Proposed method of staffing: Existing departmental faculty; no new faculty will
        be needed.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   **Proposed term for implementation:** Summer 2012

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

School of Teacher Education   12/14/2011

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: LTCY 505
        1.2   Course title: Job-Embedded Literacy Methods
        1.3   Abbreviated course title: Job-Embedded Ltcy Methods
        1.4   Credit hours and contact hours: 3 hours
        1.5   Type of course: Lecture
        1.6   Prerequisites: Admission to Literacy in Post-Secondary Settings Certificate, or
                 instructor permission
        1.7   Course catalog listing:
                 Job-embedded integration of literacy methods and practices within a community
                 or technical college or other instructor approved educational setting outside P-12
                 designed to prepare students to provide sound reading assessment and instruction
                 for literacy learners. The course must be completed in the last semester before
                 completion of the Literacy in Post-Secondary Settings Certificate. Students are
                 responsible for own transportation to designated sites.

2.   **Rationale:**
        2.1   Reason for developing the proposed course:
                 This is a culminating course that allows students to integrate reading methods in a
                 real-world instructional setting. This final course will allow students to complete
                 the 18-hour literacy course minimum requirement to meet SACS accreditation.
                 Many requests from community and technical colleges have been received
                 indicating that there is a need to offer post-graduate courses in literacy that do not
                 require students to hold teacher certification. This course is necessary to allow for
                 job-embedded practice with support and feedback from WKU instructors.
                 Students will be expected to reflect learning from all other Literacy in Post-
                 Secondary Settings Certificate courses in a real-world instructional setting.

        2.2   Projected enrollment in the proposed course:
                 The proposed course will be a required course for the proposed Literacy in Post-
                 Secondary Settings Certificate. An average of 15 students per semester is
                 expected to enroll in the course each offering. This estimate is based on the
                 number of requests from community/technical colleges, adult education centers,
                 and other post-secondary educational institutions.

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

There are no similar courses in the literacy program area. Field experience components are embedded within MAE in Literacy Education programs such as LTCY 520 Clinical Diagnosis of Reading Variability and LTCY 521 Reading Intervention provide clinical experiences in diagnosis of reading difficulties and intervention based on diagnosis. While other program areas of the School of Teacher Education offer courses with extensive field experience components, e.g., GTE 538 Practicum for Teachers of Gifted Students, EDAD/EXED 625 Practicum in the Administration of Special Education, and EXED 612 Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders, none of them focus on literacy field experiences outside of P-12 settings.

2.4   Relationship of the proposed course to courses offered in other departments: Courses that require field or real-world instructional experiences are common in applied graduate programs, such as clinical psychology, school psychology, school counseling, mental health counseling, social work, and nursing. For example, PSY 562 Practicum in Psychological Assessment provides a supervised field experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings. The proposed course is designed specifically to facilitate the development of skills in literacy instruction for educators outside of P-12 education and to allow students within the course to apply learned literacy methods and practices in a job-embedded environment.

2.5   Relationship of the proposed course to courses offered in other institutions: The inclusion of a capstone or culminating course is valued as a way of allowing students to demonstrate learning and proficiency. Nationally, Southeastern Louisiana University has EDUC 665 Practicum in Reading which is similar to the proposed course. In many MAE programs courses like EDAP 618 Capstone Practicum in Literacy: Reading Specialist which is required for the Kentucky Reading and Writing Endorsement at the University of Louisville and REA 639 Supervised Practicum in Reading offered by Murray State University are included as part of the program of study. Although these courses are within MAE programs and require teacher certification they illustrate the need for a culminating experience. The proposed course will serve a similar function as these courses but in certificate framework that would allow non-teacher certified students to take the course.

3.   **Discussion of proposed course:**
    3.1   Course objectives:
          At the conclusion of this course students will:

- Demonstrate application of assessing the reading process;
- Demonstrate application of current reading theories in a variety of instructional contexts;

- Demonstrate application of planning and providing a literacy environment which includes activities, instructional strategies, materials, and media that enhances literacy learning for all students;
- Demonstrate application of designing and implementing literacy lessons based on Kentucky's Common Academic Standards;
- Demonstrate application designing and implementing strategy lessons that build on readers' strengths and assist in improving areas of need;
- Demonstrate application integration of technology into lessons;
- Demonstrate application of reflections on literacy learners' experiences.

3.2 Content outline:

- Characteristics of Highly Effective Teaching and Learning (CHETL – KDE)
- Development of a reading/literacy framework
- Planning and Designing Effective Literacy Lessons
  - Matching students with print for learning
  - Media for enhancing literacy learning for all students
  - Identifying readers' strengths and assisting in improving areas of need
  - Integration of technology, including assistive technologies
- Kentucky's Common Academic Standards
  - Students will practice how to incorporate the ELA common core standards into lesson planning.
- Data collection for assessment
- Professional reflections on teaching and differentiated instruction

3.3 Student expectations and requirements:
Students will be evaluated based on their written lesson plans, daily reflections, observations of teaching, and participation in class meetings and activities.

3.4 Tentative texts and course materials:
Kentucky's Core Academic Standards (ELA)

Moore, D.W., Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (2003). *Developing readers and writers in the content areas K – 12* (4th ed.). New York: Allyn & Bacon.

4. Resources:
4.1 Library resources: Adequate

4.2 Computer resources: Present resources are adequate.

5. Budget implications:
5.1 Proposed method of staffing:
Existing departmental faculty; no new faculty will be needed
5.2 Special equipment needed:

None
5.3   Expendable materials needed:
       None
5.4   Laboratory materials needed:
       None

6.   **Proposed term for implementation:** Summer 2012

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

School of Teacher Education   <u>12/14/2011</u>

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, (270) 745.2679

1.   **Identification of proposed course:**
      1.1   Course prefix (subject area) and number: LTCY 510
      1.2   Course title: Methods of Teaching Literacy to Adolescents
      1.3   Abbreviated course title: Methods Tchng Ltcy Adlscnts
      1.4   Credit hours and contact hours: 3 hours
      1.5   Type of course: Lecture
      1.6   Prerequisites: Admission to an initial certification program in the School of
              Teacher Education
      1.7   Course catalog listing: Theoretical foundation and current best practices for
              literacy instruction. Emphasis on literacy lesson and unit planning. Field
              experiences are required; students are responsible for own transportation.

2.   **Rationale:**
      2.1   Reason for developing the proposed course:
              The International Reading Association's *Standards for Reading Professionals*
              (revised 2010) states that "For certification, a Middle and High School Classroom
              Teacher Candidate must have…successful completion of content area reading or
              adolescent literacy courses as part of the degree" (p.41). The proposed course
              will serve as one of the core MAT courses for graduate students entering the
              program to develop the knowledge and skills in literacy required of classroom
              teachers.
      2.2   Projected enrollment in the proposed course: 20 students per semester based on
              MAT middle and secondary education projected enrollment
      2.3   Relationship of the proposed course to courses now offered by the department:
              While other graduate courses in the department explore theoretical foundations of
              literacy (e.g., LTCY 519 Foundations of Reading Instruction) and current best
              practices (e.g., LTCY 524 Content Area Literacy), they are designed for students
              who hold teaching certification or statements of eligibility. These courses do not
              emphasize literacy lesson and unit planning for students seeking initial
              certification. SMED 530 Designing Instruction with Special Needs and Promoting
              Literacy, offered as part of the GSKyTeach degree program, has similar content to
              the proposed course but requires admission to GSKyTeach; successful completion
              of SMED 501 Design Instructional Sequences in Secondary Math and Science,
              SMED 510 Knowing and Learning Mathematics and Science, and SMED 520
              Management for Positive Learning Environments; and admission to teacher
              education.
      2.4   Relationship of the proposed course to courses offered in other departments:

Although MATH 507 Math Concepts for Elementary Teachers, MLNG 474G Teaching Foreign Language, BIOL 507 Science Concepts for Elementary Teachers, and ENG 566 Teaching and Testing ESL Grammar are teaching methods courses, they do not develop skills for teaching literacy. Additionally, these courses are intended for students who hold teacher certification. By contrast, the proposed course is intended to teach beginning teachers the necessary skills for developing literacy in middle and secondary students.

2.5 Relationship of the proposed course to courses offered in other institutions: A number of universities offer similar courses for graduate initial certification programs. Some of these include: University of Louisville EDTP 620 Reading/Writing Adolescent Literature, Texas A & M University-Commerce RDG 515 Reading and Learning in the Content Area, and University of Alaska Southeast ED S679 Reading and Literacy in the Content Areas.

3. Discussion of proposed course:

3.1 Course objectives:
The course is intended to prepare students:
- to understand the theoretical and cognitive bases of literacy instruction.
- to select and design appropriate materials, strategies, and settings for literacy assessment and instruction, including vocabulary, comprehension, writing, and study skills.
- to design and present lesson plans and an instructional unit.
- to respond to linguistic and cultural differences of students.
- to utilize technology in their teaching and design lessons in which students can use technology to learn in the various content areas.

3.2 Content outline:
Theoretical and cognitive bases of literacy instruction
Exploration of cognition; cognitive processing; the reading and writing processes; the relationship among thinking, reading, and writing; and second-language acquisition.

Selecting and designing appropriate materials, settings, lesson plans, and units for literacy assessment and instruction which use technology and require student use of technology
Investigation of how to evaluate textbooks, trade books, readability, reader-text interactions, Internet texts, and software as they relate to meeting the needs of all students with an emphasis on marginalized learners.

Investigation of formal, informal, and authentic literacy assessments.

Selecting and designing appropriate instructional strategies for literacy instruction
Exploration of critical literacy; differentiation of literacy instruction; guided comprehension strategies; teacher questioning; effective content vocabulary instructional strategies; before, during, and after strategies; study skill strategies; and writing workshop.

3.3   Student expectations and requirements:
        Students will read, think, share ideas, question, and learn together. During this
        course of study students will critically read, view, and analyze the assigned texts,
        articles, and other course materials. In addition, students will design and
        implement literacy lesson plans and a unit in the field component of the course.
        Student learning will be evaluated through cognitive assessments, article and
        book critiques, participation, and creation of lesson plans and a unit.

3.4   Tentative texts and course materials:
        Ruddell, M.R. (2008). *Teaching content reading and writing* (5th ed.).
               New York: John Wiley and Sons.

        Moss, B., & Loh, V.S. (2010). *35 strategies for guiding readers through
               information texts*. New York: Guilford Press.

4.   Resources:
4.1   Library resources:
        Existing resources are sufficient for the proposed course.
4.2   Computer resources:
        Existing resources are sufficient for the proposed course.

5.   Budget implications:
5.1   Proposed method of staffing:
        Existing departmental faculty; no new faculty will be needed.
5.2   Special equipment needed:
        None
5.3   Expendable materials needed:
        None other than classroom supplies
5.4   Laboratory materials needed:
        None

6.   Proposed term for implementation: Fall 2012

7.   Dates of prior committee approvals:

School of Teacher Education   12/14/2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

Attachment: Library Resources Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal for a New Certificate Program
(Action Item)

Contact Person: Pam Petty, Pamela.petty@wku.edu, 745.2292

1. **Identification of proposed certificate program**
    1.1 **Title:** Literacy in Post-Secondary Settings
    1.2 **Required hours:** 18 hours
    1.3 **Special information:**
       This is a certificate for graduate students who are interested in literacy instruction but who do not hold a current teaching licensure. This certificate is appropriate for, but not limited to, instructors at community colleges, technical schools, and adult education institutions.

    1.4 **Catalog description:**
       The Literacy in Post-Secondary Settings Certificate provides graduate students with essential skills and instructional strategies to provide support for literacy learners and aligns with the Senate Bill 1 (2009) mandate for P-20 alignment of the Kentucky Core Academic Standards for English/Language Arts. Persons applying to the Literacy in Post-Secondary Settings Certificate must be admitted to the Graduate School, submit an application, two letters of recommendation, and statement of professional goals. For applicants from non-English speaking countries a minimum TOEFL score of 525 paper score, 197 computer, 70 internet based is required. This 18 credit-hour certificate is appropriate for, but not limited to, instructors at community colleges, technical schools, and adult education institutions. Courses within the Literacy in Post-Secondary Settings Certificate are not appropriate for certified teachers and do not count toward the MAE-Literacy Education degree program.

2. **Objectives of the proposed certificate program:**
    The proposed Literacy in Post-Secondary Settings Certificate is designed for non-teacher certified graduate students who want to increase their skill levels in providing research-based literacy instruction particularly at the post-secondary level. The main objective of the proposed Literacy in Post-Secondary Settings Certificate is to provide those who teach outside P-12 settings, particularly in community college, technical college, and adult education institutions with advanced courses in literacy. To meet Southern Association of Colleges and Schools (SACS) accreditation guidelines reading instructors need a minimum of 18 hours of post-secondary literacy education coursework. To meet those needs the proposed Literacy in Post-Secondary Settings Certificate has the following objectives for students:

    - Students will understand the models of the reading process;
    - Students will know the research on oral and written language development;

- Students will understand the processes related to researching the significant approaches to reading instruction;
- Students will know how to provide instruction that integrates reading and writing for learning;
- Students will know how to design instruction that is differentiated for learners by need;
- Students will understand the role of assessment and evaluation of readers and writers;
- Students will know how to apply intervention strategies for struggling readers and writers; and
- Students will demonstrate best practice in reading and writing in a teaching real-world instructional post-secondary setting.

3. **Rationale**

   3.1 **Reasons for developing the proposed certificate program:**
   The proposed Literacy in Post-Secondary Settings Certificate addresses a current need in the state whereby community colleges, technical colleges, and adult education programs must align with the mandates of Senate Bill 1 (2009, KRS 158.6453). There are hundreds of these post-secondary institutions across Kentucky that would benefit from an on-line certificate in literacy. Instructors who teach reading at community colleges, technical colleges, and adult education programs need to meet guidelines established by the Southern Association of Colleges and Schools (SACS or other similar regional accreditors) to have a minimum of 18 hours of literacy coursework to be in compliance with faculty credential guidelines. While WKU's existing MAE-Literacy Education program meets these needs, the MAE program is only available to persons holding teacher certification. WKU has been approached by several KCTCS institutions to offer literacy coursework that will allow persons who do not hold a teaching license to meet the 18-hour credential guidelines and the state mandates.

   Other reasons for offering this proposed Literacy in Post-Secondary Settings Certificate include:

   - Many students enter community colleges and technical schools underprepared to read and comprehend at the post-secondary level. Reading instructors who are better prepared to support students and help them grow their literacy skills/strategies will have an impact on students being better prepared to transition to universities and the workplace.

   - Courses within the proposed Literacy in Post-Secondary Settings Certificate provide content that aligns with Kentucky Department of Education's description of a literate student: one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking to learn content; who can use those skills to communicate what he or she learned; and who can transfer that learning to new situations (http://www.kyepsb.net/teacherprep/endorsementguidelines.asp)

   3.2 **Relationship of proposed certificate program to other programs offered by the department:**

The MAE-Literacy Education program is strongly related to the proposed Literacy in Post-Secondary Settings Certificate. There is literacy overlap between many of the proposed certificate courses and courses within the MAE-Literacy Education program. However, the proposed Literacy in Post-Secondary Settings Certificate differs from the MAE-Literacy Education program in the following ways:

- Target Audience: The MAE-Literacy Education program is only available to those persons who are teacher certified. The Literacy in Post-Secondary Settings Certificate targets non-teacher certified instructors who may currently be employed or seeking employment at community colleges, technical colleges, or adult education facilities.
- Content: The MAE-Literacy Education coursework is predicated upon a background of teacher education training. The proposed Literacy in Post-Secondary Settings Certificate does not assume that students have any background in human learning, pedagogical/androdogical training, or experience in teaching.

The other certificate programs offered within the School of Teacher Education are the Educational Technology Certificate, the Instructional Design Certificate, and the Autism Spectrum Disorders Certificate. There is no overlap in content or target audience between these certificates and the proposed Literacy in Post-Secondary Settings Certificate.

3.3   Relationship of proposed certificate program to certificate programs offered in other departments:

There are no other certificate programs offered at WKU that address reading and literacy instruction. Examples of other certificate programs offered by WKU include: Aging Studies, Gender and Women's Studies, International Student Services, Environmental Health& Safety Certificate, and Leadership Studies. There is no overlap in content or in target audience between these certificate programs and the proposed Literacy in Post-Secondary Settings Certificate.

3.4   Projected enrollment in the proposed certificate program:
Based upon requests from community colleges, technical colleges, and adult education facilities the projected enrollment in the proposed should reach 25 or more within a three-year period. As more and more post-secondary institutions conform to the mandates from SB1 (2009) regarding P-20 alignment of the Kentucky Core Academic Standards (for English/Language Arts), it is expected that they will be seeking coursework as professional development in aligning their teaching with standards.

3.5   **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):**
There are no graduate-level Literacy in Post-Secondary Settings Certificate programs offered at any of Kentucky's major public universities. We consider this offering to be a

"just in time" certificate to fit students' needs based on current requirements and mandates.

The following chart presents a comparison of benchmark universities with stipulations as to how certificates align with the proposed Literacy in Post-Secondary Settings Certificate:

INSTITUTION	Literacy or Reading Certificate
Appalachian State University	Offers an Advanced Certificate in Reading at the Post-Masters level – requires MAE in reading http://www.ced.appstate.edu/departments/lre/programs/reading/advanced-certificate.aspx
Ball State University	No offerings
Central Missouri State University	No offerings
East Carolina University	No offerings
Eastern Michigan University	No offerings
East Tennessee State University	No offerings
Indiana State University	No offerings
Eastern Illinois University	Elementary Education: Graduate Certificate in Reading Instruction – requires teacher certification http://catalog.eiu.edu/preview_program.php?catoid=18&poid=2658&returnto=481
Marshall University	Graduate Certificate in Reading Education – requires teacher certification - http://www.marshall.edu/graduate/certificates/readingeducation.asp
Southeast Missouri State University	No offerings
University of North Carolina- Greensboro	No offerings
University of Northern Iowa	No offerings
West Chester University of Pennsylvania	No offerings

3.6   Relationship of proposed certificate program to university mission and objectives:
The WKU mission states, "Western Kentucky University shall produce nationally and globally competitive graduates and provide optimum service and lifelong learning opportunities for its constituents." One way to make lifelong learning possible is through offering coursework that helps people grow within the workplace and to be more marketable. Universities and colleges across the country are increasingly offering degree

and certificate programs online. This service delivery method makes programs available not only across the state, but world-wide.

This program directly supports WKU's Strategic Goal 1 to increase student learning. Strategic Goal 2, Developing the student body, is addressed through performance indicator 2, by increasing student access through distance learning. This entire program will be offered online. This program also addresses Strategic Goal 4, Enhancing responsiveness to constituents, in performance indicator 2, by increasing educational access and lifelong learning opportunities through distance learning.

4. **Curriculum:**
The proposed curriculum for this Literacy in Post-Secondary Settings Certificate is as follows:

LTCY 500	Fundamentals of Reading and Related Language Arts	3
LTCY 501	Reading and Writing for Learning	3
LTCY 502	Differentiating Literacy Instruction	3
LTCY 503	Assessment and Evaluation of Reading and Writing	3
LTCY 504	Strategy-Based Reading and Writing Intervention	3
LTCY 505	Job-Embedded Literacy Methods	3
Total hours:		***18***

All courses are new and have been designed specifically for this program.

5. **Budget implications:**
Present faculty will teach these courses. Therefore, no additional costs will be incurred for faculty, equipment or other resources. As with any program/certificate, future growth may necessitate additional faculty resources.

6. **Proposed term for implementation:**
Summer 2012

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

School of Teacher Education   12/14/2011

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

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

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

1.   Identification of course:
        1.1   Course prefix (subject area) and number: IECE 521
        1.2   Course title: Assessment in Early Childhood Special Education
        1.3   Credit hours: 3

2.   Current prerequisite: IECE 522; **Corequisite:** none

3.   Proposed prerequisite: IECE 522; **Corequisite**IECE 526 or instructor permission

4.   Rationale for the revision of prerequisites/corequisites/special requirements:
A new practicum course, IECE 526, has been developed to provide students with the opportunity
to practice the skills that are the focus of IECE 521. Thus, it is proposed that the students be
required to enroll in the practicum concurrently with IECE 521. Students will concurrently enroll
in IECE 526 practicum in IECE to allow opportunity to implement assessments and related
course projects in a field based setting.

5.   Effect on completion of major/minor sequence: None

6.   Proposed term for implementation : Fall 2012

7.   Dates of prior committee approvals:

        School of Teacher Education: 12/14/2011

        CEBS Curriculum Committee   _____

        Professional Education Council   _____

        Graduate Council   _____

        University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: IECE 526
   1.2   Course title: Practicum in Interdisciplinary Early Childhood Education
   1.3   Abbreviated course title: Practicum in IECE
   1.4   Credit hours and contact hours: 1 credit hour. May be repeated up to 3 times, for a total of 3 hours.
   1.5   Type of course: P
   1.6   Prerequisite: IECE 522 and instructor permission.
   1.7   Course catalog listing: Practical application in clinical settings of critical skills for interdisciplinary early childhood educators. Students are responsible for transportation to assigned sites.

2. **Rationale:**
   2.1   Reason for developing the proposed course: This course is designed for Interdisciplinary Early Childhood Education majors. Western Kentucky University's IECE curriculum is based on Kentucky's IECE Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to design developmentally appropriate curriculum and experiences for young children birth through five years, both with and without disabilities, and their families. Field experiences are designed to deliberately expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective teachers. Observation and first-hand experience within community agencies, child care, preschool and kindergarten settings provide prospective IECE teachers with information and tools that complement classroom study and assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective teaching. Requirements for the number of field hours have recently changes and the implementation of this course will help address the need for additional practicum hours.
   2.2   Projected enrollment in the proposed course: 10 to 15 based on current program enrollment.

2.3   Relationship of the proposed course to courses now offered by the department: IECE 526 is a practicum field based course that is designed to allow students to practice key concepts and skills presented in corequisite courses.

2.4   Relationship of the proposed course to courses offered in other departments: CNS 590 Practicum is a practicum course designed for CNS majors and focuses on field experiences in P-12 settings. PSY 662 Field Placement Practicum is designed for School Psychology students. Neither of these courses focus on critical skills necessary for the IECE teacher.

2.5   Relationship of the proposed course to courses offered in other institutions: similar courses are offered at benchmark and regional institutions.

Course	Institution
SED 811 Assessment and Intervention Practicum	EKU
ELE 613 Clinical Experiences in Early Childhood	NKU
SPED 609 Practicum in Early Intervention	Oregon State University

The course will help ensure students will attain the early field experience hours mandated by the EPSB.

3.   Discussion of proposed course:

3.1   Course objectives: Upon satisfactory completion of the course, the student will be able to:
- Select and implement norm-referenced and criterion-referenced instruments for screening, diagnosis, program planning, and evaluation of diverse infants, toddlers, and preschool children.
- Identify, compare and select valid, reliable and culturally sensitive assessment instruments appropriate to age, population, disability, and setting.
- Integrate developmental history, family information, cultural/ethnic factors, intervention history, and previous and current assessment results into a comprehensive and cohesive report for parents and professional.
- Determine appropriate goals for an individualized early intervention program based on assessment results.

3.2   Content outline: as this is a practicum course, specific content may vary, depending on the setting and other situational factors. However, all students will practice skills in the following areas:
- Screening
- Diagnostic Assessment
- Behavioral Assessment
- Team Assessment

3.3   Student expectations and requirements:
- Implement screening with an infant/toddler and a child between the ages of 3 and 5

- Implement a norm referenced instrument with an infant/toddler and a child between the ages of 3 and 5
- Implement a criterion referenced assessment with an infant/toddler and a child between the ages of 3 and 5
- Participate in a team assessment with an infant/toddler and a child between the ages of 3 and 5
- Develop appropriate goals and delineate intervention strategies based on assessment information with an infant/toddler and a child between the ages of 3 and 5.

    3.4   Tentative texts and course materials: Assessment kits and protocols, Kentucky Early Childhood Standards

4.   Resources:
    4.1   Library resources: The library has indicated that current resources are sufficient to support this course.
    4.2   Computer resources: Present resources are adequate.

5.   Budget implications:
    5.1   Proposed method of staffing: There are sufficient full time and adjunct IECE faculty to teach this course.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: Typical classroom supplies
    5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2012

7.   Dates of prior committee approvals:

School of Teacher Education: __12-14-2011_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

Attachment: Library Resources Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu, 270-745-2317

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: IECE 530
   1.2   Course title: Advanced IECE Curriculum Development
   1.3   Abbreviated course title: Advanced Curriculum IECE
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: C Lecture/Lab)
   1.6   Prerequisites: TCHL 500, IECE Certification or admission to the advanced
          certification program in IECE
   1.7   Course catalog listing: Advanced curriculum and program development for
          children birth through 5 years of age in schools, centers, or home settings,
          including collaboration with families and professionals, continuous assessment,
          and program evaluation. Field experiences required.

2. **Rationale:**
   2.1   Reason for developing the proposed course: This course is designed for students
          admitted to the MAE in Interdisciplinary Early Childhood Education program,
          which leads to advanced certification in IECE. Western Kentucky University's
          IECE Teacher Leader curriculum is based on Kentucky's IECE Teacher
          Standards, IECE Advanced Teacher Standards, the National Association for the
          Education of Young Children's Standards for Programs, the Council for
          Exceptional Children's (CEC) Common Core, and the Division for Early
          Childhood of the Council for Exceptional Children's Personnel Standards. Based
          on these standards, Western's IECE TCHL curriculum must prepare graduates to
          design developmentally appropriate curriculum and experiences for young
          children birth through five years, both with and without disabilities, and their
          families. As such, candidates must be prepared to design instruction and
          interventions that meet the needs of individual children and their families.
   2.2   Projected enrollment in the proposed course: 10 to 15 based on current enrollment
          in other advanced certification courses.
   2.3   Relationship of the proposed course to courses now offered by the department:
          The School of Teacher Education (STE) offers several related courses that
          address curriculum development; however, none provides the specific focus of the
          proposed course. For example, IECE 523 Planning Curriculum and Instruction in
          IECE and EXED 523 Curriculum Early Childhood Special Education are
          designed for students in the MAT program in IECE and focus on selecting and

implementing curricula in early childhood settings. By contrast, the proposed course, IECE 530 will focus on collaboration, continuous assessment and program evaluation across early childhood settings. Other courses offered within the STE, e.g., TCHL 530, EXED 533, ELED 503, MGE 571 and SEC 580, are based on K-12 Teacher Standards and are not appropriate for students pursuing advanced certification in IECE as this coursework is based on IECE Teacher Standards.

2.4   Relationship of the proposed course to courses offered in other departments: For the most part course work in curriculum development is the province of teacher education programs. However, EDAD 683 Seminar in Curriculum Development, offered in the Department of Educational Administration, Leadership and Research, has some overlap with the proposed course. Although EDAD 683 addresses curriculum, it is designed for students admitted into the Principalship program. It addresses curriculum development from the perspective of school administrators, whereas the proposed course is intended for classroom teachers.

2.5   Relationship of the proposed course to courses offered in other institutions: Courses similar to the proposed course are offered at other Kentucky and benchmark institutions. Some examples are:

Course	Institution
SED 802 Advanced Early Childhood Intervention	EKU
SPED 689 Early Intervention Methods	Northern State University
SPED 690 Early Intervention Methods	Oregon State University

3.   Discussion of proposed course:

3.1   Course objectives: Upon satisfactory completion of the course, the student will be able to:

- Discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting IECE.
- Design age-appropriate, activity-based and routine-based intervention programs that could be used in home-based programs, center-based programs and/or child care settings, including necessary adaptations
- Develop strategies for monitoring and evaluating child progress, including methods for family involvement
- Identify and demonstrate skills necessary for successful collaboration with families and professionals, including those from different cultures
- Discuss models of teaming currently used in early intervention
- Discuss transition issues and the role of the early intervention team
  These student learning outcomes align with CEC Standards 2, 3, 4, 5, 7, 8, 9, 10.

3.2   Content outline:

- Legal foundations of Early Childhood Intervention
- Program models
- Child monitoring and family involvement
- Consultation and collaboration

- Teaming Models
- Transition between service delivery systems
- Program Evaluation

    3.3   Student expectations and requirements:
Student learning will be based on evaluation of assignments such as projects, field assessments, papers and exams.

    3.4   Tentative texts and course materials:

Hemmeter, M.L., Joseph, G.E., Smith, B.J., & Sandall, S. (2010). *DEC recommended practices series. Program assessment: Improving practices for young children with special needs and their families.* Longmont: Sopris West.

Bricker, D. (Ed.) et al., (2011). A*ssessment, evaluation, and programming system for infants and children* (2nd ed). Baltimore: Brooks.

Selected readings as assigned

4. Resources:
    4.1   Library resources: Present resources are adequate.
    4.2   Computer resources: Present resources are adequate.

5. Budget implications:
    5.1   Proposed method of staffing: there are sufficient full time and part-time IECE faculty to teach this course.
    5.2   Special equipment needed: none
    5.3   Expendable materials needed: none
    5.4   Laboratory materials needed: none

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education: __1-20-2012_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

Attachment: Library Resources Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu, 270-745-2317

1.   **Identification of proposed course:**
1.1   Course prefix (subject area) and number: IECE 550
1.2   Course title: Advanced Early Childhood Assessment
1.3   Abbreviated course title: Advanced Assessment IECE
1.4   Credit hours and contact hours: 3
1.5   Type of course: C Lecture/Lab
1.6   Prerequisite: TCHL 500, IECE Certification or admission to the advanced certification program in IECE.
1.7   Course catalog listing: Identification and diagnostic procedures for developmental delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children's developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement. Field experience required.

2.   **Rationale:**
2.1   Reason for developing the proposed course: This course is designed for Interdisciplinary Early Childhood Education TCHL majors. Western Kentucky University's IECE TCHL curriculum is based on Kentucky's IECE Teacher Standards, IECE Advanced Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE TCHL curriculum must prepare graduates to design developmentally appropriate curriculum and experiences for young children birth through five years, both with and without disabilities, and their families. As such, candidates must be prepared to implement a variety of assessments, interpret results and utilize results to design appropriate programs to meet the individual needs of each child.
2.2   Projected enrollment in the proposed course: 10 to 15 based on current enrollment in other advanced certification courses.
2.3   Relationship of the proposed course to courses now offered by the department: IECE 521 Assessment in Interdisciplinary Early Childhood Education addresses diagnostic criteria and beginning program planning and designed for students enrolled in the MAT in IECE and provides beginning skills in assessment in IECE IECE 550 will focus on utilizing assessment results for development and

implementation of interventions, progress monitoring and program evaluation. . 550 Student Assessment I, TCHL 554 Student Assessment II, and TCHL 558 Student Assessment III, are a series of assessment courses that are designed for other TCHL candidates that are preparing for positions in K-12 schools, not with children Birth through five years of age, with and without disabilities and their families. EXED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies are designed to inform practice with P-12 candidates. The IECE TCHL candidates are prepared according to IECE standards as explained in the above rationale which are designed for use with young children both with and without disabilities from birth through age 5.

2.4 Relationship of the proposed course to courses offered in other departments: No other courses in other departments focus on assessment of young children, birth through age 5, with and without disabilities; but rather focus on a specific type of assessment or fundamental principles of psychometrics, e.g., PSY 563 Statistics and Psychometric Theory; PSY 643 Psycho educational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning.

2.5 Relationship of the proposed to courses offered in other institutions: Other IECE programs throughout the state offer similar courses.

Course	Institution
SED 801 Advanced Early Childhood Assessment	EKU
SPED 682 Assessment and Evaluation in Early Intervention	Oregon State University

3. Discussion of proposed course:

3.1 Course objectives: Upon satisfactory completion of the course, the student will be able to:

- Select appropriate advanced instruments and procedures for identifying and assessment children birth to five year with at-risk consideration or developmental delays while considering multicultural issues.
- Administer, score, and interpret test protocols for selected instruments and write reports.
- Integrate assessment and biographical information of the child with family needs in various cultures to develop an individualized plan.
- Evaluate ongoing effectiveness of intervention services and family participation.
- Devise a continuous assessment plan to determine ongoing needs of the child.
- Discuss current research, best practice issues, and legislative changes in early childhood assessment.
- Demonstrate collaborative skills with families and other professional during the assessment process.

- Devise alternative methods and/or levels of support in the evaluation and assessment of young children with various disabilities.
- Explain professionalism guidelines or code of ethics for his/her area of expertise.
  These student learning outcomes align with CEC Standards 1, 3, 7, 8, 9.

    3.2   Content outline:
- Legislation in Early Childhood Education (Part B & C)
- Kentucky Early Intervention System (First Steps)
- Review of IFSP & IEP
- Collaboration in Transdisciplinary Team Assessment
- Standardized Tests and Test Development vs. Informal Measurement Tools
- Alternative assessment approaches
- Screening Tools and Measurements
- Evaluation Tools and Measurements
- Assessment Tools and Measurements
- Assessing Environments
- Program Evaluation
- Assessing Play Skills
- Procedural Considerations in Assessing Young Children with Special Needs
- Integrating Case History with Assessment Data
- Ensuring Cultural Competence in Assessments
- Monitoring Child Progress
- Continuous assessment of Instructional Programs

    3.3   Student expectations and requirements:
- Conduct various assessments to possibly include a screening, diagnostic and appropriate criterion referenced assessment on a young child.
- Participate in a transcdisicplinary assessment.
- Develop individualized intervention plans based on assessment results.
- Develop a performance monitoring system
- Conduct program evaluation

    3.4   Tentative texts and course materials: Kentucky Department of Education (2010) *Building a strong foundation for school success: Kentucky's early childhood continuous assessment guide*. Frankfort, KY: Author.
Selected readings as assigned.

4. Resources:

    4.1   Library resources: The library has indicated that current resources are sufficient to support this course.

    4.2   Computer resources: Current resources are adequate.

5. Budget implications:

5.1 Proposed method of staffing: there are sufficient full time and adjunct IECE faculty to teach this course.
5.2 Special equipment needed: None
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: Assessment kits

6. **Proposed term for implementation:** Fall 2012

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

School of Teacher Education: __12-14-2011_____

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Library Resources Form

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

Contact Person: Sylvia L. Dietrich, Ph.D., sylvia.dietrich@wku.edu, 270-745-2317

1. **Identification of program:**
   1.1 Current program reference number: 0436
   1.2 Current program title: Master of Arts in Education: Interdisciplinary Early
       Childhood Education, Birth to Primary
       Concentration: Initial Certification in IECE
       Concentration: Advanced Certification for those with prior certification in IECE
   1.3 Credit hours: 36

2. **Identification of the proposed program changes:**
   - Change the degree type for the Initial Certification in IECE concentration from
     the Master of Arts in Education to the Master of Arts in Teaching
   - Change the program title for the Initial Certification concentration to
     Interdisciplinary Early Childhood Education, Birth to Primary, Initial
     Certification
   - Change the program title for the Advanced Certification concentration to
     Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher
     Leaders
   - Revise admission requirements for the proposed MAT: Interdisciplinary Early
     Childhood Education, Birth to Primary, Initial Certification program
   - Revise curriculum for the proposed MAT: Interdisciplinary Early Childhood
     Education, Birth to Primary, Initial Certification program
   - Reduce number of hours in the proposed MAT: Interdisciplinary Early Childhood
     Education, Birth to Primary, Initial Certification program from 36 to 34
   - Revise curriculum for the MAE: Interdisciplinary Early Childhood Education,
     Birth to Primary, Advanced Certification program

3. **Detailed program description:**

CURRENT PROGRAM Master of Arts in Education Interdisciplinary Early Childhood Education (IECE) Birth to Primary Concentration: Initial Certification in IECE Concentration: Advanced Certification for those with prior certification in IECE	PROPOSED PROGRAM Master of Arts in Teaching: Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification	PROPOSED PROGRAM Master of Arts in Education: Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders
Degree Requirements: 36 hours	**Program Requirements: 34 hours**	**Program Requirements: 36 hours**
The program is designed to prepare	**The most current program**	**The most current program**

early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:
- Initial Certification in IECE
- Advanced Certification for those with prior certification in IECE

Within each concentration, students are expected to become competent in theory, research, and application of recommended practices related to children with and without special needs, ages birth through kindergarten and their families. Each student's area of concentration will be based upon his or her current teaching certification or lack thereof. Students in both concentrations will complete a core of common courses, and then, will complete specialization and elective courses based upon their certification status, educational background, and career goals.

The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

The MAT program in IECE, Birth to Primary, Initial Certification is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 34 semester hours of course work and various field experiences. The culminating experience of the program is an internship. Upon completion of the program and achieving a passing score on the required PRAXIS II exam, students are eligible to be recommended for the Statement of Eligibility to teach children ages birth through kindergarten.

Course Requirements
- CFS 577 Seminar in Child Development Research, or advisor-approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)

The program is designed to prepare early childhood educators to **provide leadership in working** with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools **and other settings with early childhood programs**. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families. **In addition, graduates may serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc.**

This degree program is designed for individuals who have prior teaching certification in IECE. The 36-hour program of study consists of **15 semester hours of professional education coursework, 12 semester hours of required specialization courses, and 9 semester hours of specialization electives approved by the advisor.**

Note: To be eligible to be recommended for teacher certification, students must document that they have received a passing score on the required PRAXIS II examination.

CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS

- CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 520 Organizing Programs for IECE (3 hours)
- SWK 436G Services to Children (3 hours)
- PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)
- Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Total for core courses – 18 hours

Initial Certification Concentration

The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. Students complete 18 hours of core coursework

- IECE 520 Organizing Programs for IECE (3 hours)
- PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)
- Research Foundations – EDFN 500 Research Methods (3 hours) or **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)**
- CD 481G Speech & Language Development, or advisor-approved elective (3 hours)
- EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)
- IECE 521 Assessment in Early Childhood Special Education (3 hours)
- IECE 522 Family-Centered Services (3 hours)
- IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)
- IECE 524 Internship in IECE (3 hours) **Students currently teaching in an IECE setting may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in IECE.**
- **IECE 526 Practicum in IECE (1 hour)**

Total Course Requirements – **34** hours

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky IECE Teacher Standards and professional goals.

Professional Education Component Courses (15 Hours)

- TCHL 500 Foundations of Teacher Leadership (3 hrs)
- IECE 530 Advanced IECE Curriculum Development (3 hrs)
- TCHL 560 Action Research Capstone for Teacher Leaders (3 hrs)
- IECE 520 Organizing Programs for IECE (3 hrs)
- IECE TCHL 550 Advanced IECE Assessment (3 hrs)

Specialization Course Requirements (12 Hours)

- **TCHL 520 Principles of Action research for Teacher Leaders (3 hrs)**
- CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 423G Interdisciplinary Services for Young Children with Low Incidence Disabilities

Advisor approved electives: 9 hours

and 18 semester hours of specialization coursework Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.		Total Course Requirements – 36 hours

and 18 semester hours of specialization coursework Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.

Specific Course Requirements – 18 Hours + 18 Hours of Core Courses
- CD 481G Speech & Language Development or advisor approved elective (3 hours)
- EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)
- IECE 521 Assessment in IECE (3 hours)
- IECE 522 Family-Centered Services (3 hours)
- IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)
- IECE 524 Internship in IECE (3 hours)

Total with Core Courses – 36 hours

Advanced Certification Concentration

This concentration is for individuals who have prior teaching certification in IECE. This 36 hour program of study consists of 18 semester hours of core coursework, 6 semester hours of required specialization courses, and 12 semester hours of specialization electives approved by the advisor.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership,* students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). TCHL 500, 520, and 560 are

required for all students, and there are no proficiency evaluations that may be substituted for these courses. *Important Note:* While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky Teacher Standards and professional goals. *Specific Course Requirements – 18 Hours + 18 Hours of Core Courses* TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours) Advisor approved electives (9 hours) Total with Core Courses – 36 hours		
Admission Requirements	**Admission Requirements**	**Admission Requirements**
Admission to the Initial Certification Concentration requires the following: Completion of the IECE application process through the School of Teacher Education. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate	**To be considered for admission, applicants must:** **Document completion of a bachelor's degree from an accredited institution.** - Have completed EXED 330 or EXED 516 or an equivalent introductory special education course prior to entering the MAT program or complete EXED 516 as a program deficiency. **Present a letter of application including a professional goals statement.** - Provide three letters of reference. At least one reference letter must be from a	**To be considered for admission, applicants must:** *WKU Graduate:* Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application. *Graduate of a Kentucky Higher Education Institution Other Than*

program.

- Applicants must also have had EXED 330 or EXED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.
- Submission of qualifying GAP and GRE scores (minimum GAP of 2200 and minimum GRE Analytical Writing Score of 3.5).

Admission to the Advanced Certification Concentration requires the following:

- *WKU Graduate:* Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application.
- *Graduate of a Kentucky Higher Education Institution Other Than WKU:* Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.
- *Graduate of an Out-of-State Institution of Higher Education:* Applicants who completed their initial certification program at an

university faculty member who can speak to the applicant's ability to be successful in a graduate program.

- **Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).**
- **Submit documentation to satisfy all criteria for admission to professional education.**
- Applicants must also have had EXED 330 or EXED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.

Application Deadline Notes:
For priority consideration:
Applicants should submit application materials to graduate studies by the following dates:

Summer Admission: March 1;
Fall Admission: May 1;
Spring Admission: November 1

Applicants submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

WKU: Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.

- *Graduate of an Out-of-State Institution of Higher Education:* Applicants who completed their initial certification program at an out-of state institution must have earned at least a 2.75* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.

*Applicants with undergraduate degrees from all other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or

out-of state institution must have earned at least a 2.75* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application. *Applicants with undergraduate degrees from all other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or Statement of Eligibility* with the application. **Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.		Statement of Eligibility* with the application. **Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.
Program Completion Requirements	**Program Completion Requirements**	**Program Completion Requirements**
Program completion requirements for the Initial Certification Concentration are as follows:	Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the	Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or

Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement. Program completion requirements for the Advanced Certification Concentration are as follows: • Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue. • Candidates must have at least a 3.0 GPA overall and in the program.	program and develop and present an acceptable culminating portfolio as a course and program requirement.	higher) and present research results in an approved venue.

4. **Rationale for the proposed program change:**

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level for programs leading to initial certification in Interdisciplinary Early Childhood Education Birth to Primary. A new degree type, the Master of Arts in Teaching, has been developed and approved for initial certification programs at the master's level, so the present initial certification concentration should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current concentration that leads to initial certification will be moved to the new MAT. Therefore, the initial certification concentration will be moved and the name of the program under the MAT will be Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification.
- The current concentration that leads to advanced certification will continue to lead to the Master of Arts in Education. Since the initial certification concentration will be moved to the new MAT, the program title for the MAE program will be revised to Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders. The proposed program title will clarify the focus of the revised program.
- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed

admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level.

- For those seeking initial certification in IECE, the specialized content of serving young children with and without disabilities, and their families, is the focus of this proposed program. The curriculum is intended to address the specific needs of these children and families. The option of an action research course in teacher education will provide students with the content knowledge to examine their professional practices.

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

- Fall 2012, or as soon as all approvals have been attained.

6.   Dates of prior committee approvals:

School of Teacher Education: 1-20-2012

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

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

Contact Person: Janet Applin, janet.applin@wku.edu, 5-6105 or 5-4014

1. **Identification of program:**
   1.1   Current program reference number: 0437
   1.2   Current program title: Special Education: Learning and Behavior Disorder
   1.3   Credit hours: 39

2. **Identification of the proposed program changes:**
   - Change the degree type for the present initial certification concentration in Special Education: Learning and Behavior Disorders from the Master of Arts in Education to the Master of Arts in Teaching
   - Change the program title for the current initial certification concentration to Special Education Initial Certification: Learning and Behavior Disorders
   - Change the program title for the current advanced certification concentration to Special Education for Teacher Leaders: Learning and Behavior Disorders
   - Revise admission requirements for proposed MAT program
   - Revise curriculum for initial certification program

3. **Detailed program description:**

CURRENT PROGRAM Master of Arts in Special Education – Learning and Behavior Disorders #0437	PROPOSED PROGRAM Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders (LBD)	PROPOSED PROGRAM Master of Arts in Teaching: Special Education Initial Certification: Learning and Behavior Disorders (LBD)
Program Description	**Program Description**	**Program Description**
Master of Arts in Special Education Learning and Behavior Disorders, Ref. #0437 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste. This program is designed to develop Teacher Leaders who can positively impact student	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste. This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste. The Special Education Initial Certification in Learning and Behavior Disorders program, which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD and

learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Special Education program area, offers courses and experiences for initial preparation of Special Education teachers and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders are offered within the MAE in Special Education LBD:

• LBNC: Initial Certification in LBD including Alternate Route to Teacher Certification in LBD.

• LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area other than Special Education LBD.

• LBLB: Advanced Preparation in LBD for

Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This option is for those individuals with no prior teacher certification in any area. This 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavioral disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student may be eligible for a Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching-like internship experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before enrolling in the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

All courses in the program carry

those with prior certification in LBD. Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration are based upon their current teaching certification or lack thereof. Students in all concentrations will complete specialization and elective courses, as well as a core of common courses, based upon their certification status, educational background, and career goals. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher certification, students must document that they		critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).

Admission Requirements	Admission Requirements	Admission Requirements
have received passing score(s) on the required Praxis II examination(s).		

Admission Requirements	Admission Requirements	Admission Requirements
Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must meet the requirements for admission into the MAE programs in Special Education and the College of Education and Behavioral Sciences. Admission to the LBNC Initial Certification Concentration requires the following: • Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446). • EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other	1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. *Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an	To be considered for admission, applicants must: • Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution. • Present a letter of application (including professional goals). • Document a cumulative • overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit documentation to satisfy partial criteria for admission to professional education, including references, physical including TB test, signed commitment to uphold the code of ethics, and criminal background check. In addition, they must document that they meet standardized testing requirements for admission to professional education. • Students who have not had an introductory-level special education course within the past ten years must complete EXED 516 The Exceptional Child

requirements for admission to teacher education; and
• Submit an admission portfolio to the Exceptional Education faculty. Details regarding the requirements for the admission portfolio may be found on the program website.
• Exhibit acceptable teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.
• All admissions materials must be received by March 1 for admission to the summer terms or May 1for admission to the fall term for priority consideration.
Admission Requirement Exceptions:
• Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following:
1. a letter of application that explains why they should be exempt from the GRE;
2. a written philosophy of education;
3. two references from faculty members that detail their potential as graduate students; and

expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.
Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.

**GAP Score = GRE-V plus GRE-Q multiplied by undergraduate GPA with a minimum score of 2200 (or equivalent), and a minimum GRE Analytical Writing score of 3.5.

Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to graduate studies by the following dates:

Perspectives and Issues, as a deficiency prior to enrollment in any of the MAT courses for Special Education.

Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education Initial Certification: Learning and Behavior Disorders MAT program, students should submit application materials to graduate studies by the following dates:

Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

4. two references from public school teachers and/or administrators that address their dispositions to teach. • Students who are graduates of an accredited college or university and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: 1. a letter of application that explains why they should be exempt from the GRE; 2. a philosophy of education; 3. two references from faculty members that detail their potential as graduate students; and 4. two references from public school teachers and/or administrators that address their dispositions to teach. • Students who are graduates from an accredited college or university with a master's degree and have a graduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: 1. a letter of application that explains why they should be exempt from the GRE; 2. a philosophy of	Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1 Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.	

education; 3. two references from faculty members that detail their potential as graduate students; and 4. two references from public school teachers and/or administrators that address their dispositions to teach. Admission to the Advanced Certification Concentrations of LBOC and LBLB require the following: 1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all		

previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. *Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate. **Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with		

Degree Requirements	Degree Requirements	Degree Requirements
the application. ****GAP Score = GRE-V plus GRE-Q multiplied by undergraduate GPA with a score of 2200 or higher.		

Degree Requirements	Degree Requirements	Degree Requirements
Degree Requirements <u>Program Completion Requirements for the Initial Certification Concentration (LBNC) are as follows:</u> Candidates must successfully complete 6 hours in EXED 590 Internship in Special Education (course grade of C or higher), the capstone experience for the program, and must submit an acceptable Teacher Work Sample as the culminating performance assessment for the internship course and for the program. Program Completion Requirements for the Advanced Concentrations of LBOC and LBLB are as follows: • Candidates must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue . • Candidates must achieve a minimum 3.0 cumulative GPA overall	**Teacher Leader Professional Education Core Courses: (9-16 hours)** TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) TCHL 540 Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 Student Assessment II: Standardized Testing (1 hour) TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) NOTE: *TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses. If students pass proficiency evaluations for one or more of the above courses, each course must be replaced with another*	**Introduction to Professional Education:** EXED 515: Education of Exceptional Children (3 hours) **Educational Technology:** LME 535: Survey of Educational Technology Practices (3 hours) **Educational Psychology:** PSY 510: Advanced Educational Psychology (3 hours) **Diversity & Classroom Management:** EXED 518: Seminar: Contemporary Challenges in Special Education (3 hours) **Assessment:** EXED 530: Advanced Assessment Techniques (3 hours) **Literacy Component:** LTCY 519: Foundations of Reading Instruction (3 hours) **Research Skills:** EXED 534: Research in Exceptional Child Education (3 hours) **Content Methods Course:** EXED 533 Seminar: Curriculum for Learning and Behavior Disorders (3 hours) **Program Specific Electives:** EXED 531 Advanced Prescriptive Teaching (3 hours) EXED 630 Special Education Law and Finance (3 hours) **Internship:**

and in program course work.

Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations   18 hours
EXED 518 Issues in Behavior Management (3 hours) EXED 530 Advanced Assessment Techniques (3 hours)
EXED 531 Advanced Prescriptive Teaching (3 hours)
EXED 532 Families, Professionals, and Exceptionalities (3 hours)
EXED 533 Seminar: Curriculum in LBD (3 hours) EXED 630 Special Education Law (3 hours)
Other specific courses related to each individual concentration are required in addition to these core courses for each concentration.

Initial Certification Concentration (LBNC)
The MAE in LBD, Initial Certification or LBNC, is for individuals who are seeking initial certification in LBD and who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This 39-hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service

course not on the program of studies.

Specialization Component (18 hours):
EXED 518 Issues in Behavior Management (3 hours)
EXED 530 Advanced Assessment Techniques (3 hours)
EXED 531 Advanced Prescriptive Teaching (3 hours)
EXED 532 Families, Professionals, and Exceptionalities (3 hours)
EXED 533 Seminar: Curriculum in LBD (3 hours)
EXED 630 Special Education Law (3 hours)
Internship:
EXED 590 Advanced Internship in Exceptional Education (3 hours)
(Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders if they are seeking to add additional certification)

Total Program Hours: 30-37

Program Completion Requirements for the Advanced

EXED 590 Advanced Internship in Exceptional Education (6 hours)
(Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders)

Total Program Hours: 36

Program Completion Requirements for the Special Education Initial Certification: Learning and Behavior Disorders program are as follows:
• Students must successfully complete the internship course, EXED 590 Advanced Internship in Exceptional Education (6 hours) (course grade of C or higher), and complete a proficient or exemplary teacher work sample.
• Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

programming, research in Special Education, and content areas. This option is for those individuals with no prior teaching certification in any area and who may or may not be currently employed as a teacher of students with Learning and Behavior Disorders. If a student is currently employed or has verification of employment from a school district, the student is eligible for the Alternate Route to Certification. This includes eligibility for the Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before beginning the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive	Preparation Teacher Leader Special Education program are as follows: • Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue • Students must achieve a minimum 3.0 cumulative GPA overall and in program course work. Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.	

certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky. Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations 18 hours EXED 518 Issues in Behavior Management (3 hours) EXED 530 Advanced Assessment Techniques (3 hours) EXED 531 Advanced Prescriptive Teaching (3 hours) EXED 532 Families, Professionals, and Exceptionalities (3 hours) EXED 533 Seminar: Curriculum in LBD (3 hours) EXED 630 Special Education Law (3 hours) LBNC Course Requirements 21 hours EDFN 500 Research Methods (3 hours) EXED 515 Education of Exceptional Children (3 hours) EXED 516 Exceptional Child: Perspectives and Issues (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) EXED 590 Internship in		

Special Education (6 hours) Advisor Approved Content Elective (3 hours) Total program hours for LBNC: 39 Advanced Certification Concentrations (LBOC and LBLB) These concentrations within the MAE Special Education LBD program lead to advanced preparation for those holding initial certification in Special Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who: 1. Hold certification in any area other than Special Education (LBOC); OR 2. Hold Special Education LBD or MSD certification (LBLB). Within the advanced preparation LBD concentrations, students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. During the first course in the program, TCHL 500		

Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required. Successful completion of an action research capstone project is required. A GPA of 3.0 or higher in all graduate coursework is required, with no grade lower than a C. Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on each required Praxis II examination. Students must pass all required Praxis II examinations before they may enroll in EXED 590 which is the Internship in Special Education course. Important Note: While enrolled in TCHL 500, master's candidates will	

use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth consistent with the goals of each candidate and related to serving students with Learning and Behavioral Disorders.	

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. Professional Education Core 9-16 hours TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) TCHL 540 Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 Student Assessment II: Standardized Testing (1 hour) TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced	

Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results. Specialization Component EXED 518 Issues in Behavior Management (3 hours) EXED 530 Advanced Assessment Techniques (3 hours) EXED 531 Advanced Prescriptive Teaching (3 hours) EXED 532 Families, Professionals, and Exceptionalities (3 hours) EXED 533 Seminar: Curriculum in LBD (3 hours) EXED 630 Special Education Law (3 hours) EXED 590 Internship in Exceptional Education (3 hours)	

*EXED 534 Seminar: Research in Special Education (3 hours optional course in addition to Specialization Component See note below) *Students may choose to take EXED 534 Seminar: Research in Special Education if approved by advisor and appropriate for future educational and career goals of the student. Total program hours for LBOC and LBLB concentrations: 30-37 Program Completion Requirements Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.	

4.   **Rationale for the proposed program change:**

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level for programs leading to initial certification in Special Education: Learning and Behavior Disorders. A new degree type, the Master of Arts in Teaching (MAT), has been developed and approved for initial certification programs at the master's level, so the present initial certification concentration, including the alternate route to certification program, will be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current concentration that leads to initial certification is being moved to the MAT and a new program title is needed.
- The current concentration that leads to advanced certification will continue to lead to the Master of Arts in Education. However, a new program title is needed to

clarify that the revised MAE program is for advanced certification and will provide graduates with eligibility for the Teacher Leader endorsement.

- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level as well as the Educational Professional Standards Board's and the Kentucky Department of Education's regulations.

- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. Students in the Master of Arts in Teaching (MAT) will be seeking initial certification and lack pedagogical knowledge and skills. For those seeking initial certification in special education, the specialized content of serving students with disabilities is the focus of this proposed program. The proposed curriculum is intended to address the specific needs of these students.

5.   Proposed term for implementation and special provisions (if applicable):
- Fall 2012, or as soon as all approvals have been obtained.

6.   Dates of prior committee approvals:

School of Teacher Education: **December 14, 2011**

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: J. Dusteen Knotts, Jdusteen.knotts@wku.edu
Office: 745-3747

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: SPED 335
    1.2   Course title: Foundations of Special Education
    1.3   Abbreviated course title: Foundations of Special Educ
    1.4   Credit hours and contact hours: 3 hours
    1.5   Type of course: Lecture
    1.6   Prerequisite: SPED 330
    1.7   Course catalog listing: A foundational methods course of special education history, law and procedures for effective design to manage, plan, assess, and teach P-12 students in LBD programs. Field experience may be required. Students are responsible for their own transportation.

2. **Rationale:**
    2.1   Reason for developing the proposed course:
            The proposed course was developed as part of an extensive revision of the undergraduate program in special education (formerly exceptional education). The previous program, Exceptional Education, blended course topics to cover Council of Exceptional Children (CEC) standards for two areas of certification in special education, Learning and Behavior Disorders and Moderate-Severe Disabilities (LBD/MSD). Current laws, No Child Left Behind (NCLB) and Individuals with Disabilities Education Improved Act (IDEIA) require special education teachers to be highly qualified in a content area when they are the teacher of record. This course was designed to create a foundation for the new program with certifications in both Learning and Behavior Disorders and the content area of Elementary Education.
    2.2   Projected enrollment in the proposed course: 20 per offering based on average enrollment of last four years
    2.3   Relationship of the proposed course to courses now offered by the department: EXED 330, Introduction to Exceptional Education: Diversity in Learning is an overall introduction to the role of all certified teachers in the special education process but as it does not delve into the extensive role of the special education teacher, it was judged as not sufficient for special educators. EXED 331, Early Childhood Education for Children with Disabilities (part of the MSD portion of the previous program) contained many of the topics proposed for this course, but it will be deleted after the proposed program revision. The EXED 331, Early Childhood Education for Children with Disabilities course was not appropriate for the proposed revised program, which is for P-12 certification.   EXED 421,Special Education Law: Interpretation and Application has many components

underlying the special educator's role in the legal process but does not address the instructional aspect of meeting the needs of students with disabilities.

2.4   Relationship of the proposed course to courses offered in other departments: Other departments have some courses that overlap by addressing very general services for students with disabilities but do not provide the specific composite of skills needed. Examples of these are: CD 486- Language Disorders, and CD 491- Management of Communication Disorders in the School, PSY 410- Psychology of Learning covers some of the topics in the proposed course, but not from an applied perspective a needed by teacher candidates.

2.5   Relationship of the proposed course to courses offered in other institutions: Most programs have a foundational course in the content area. A special education foundations course is a typical offering found in both benchmark universities as well as other Kentucky universities. Six of the twenty the WKU benchmark universities have a similar course.

Benchmark University	/ Course
Ball State	SPCED 202-Legal Professional Foundations
Indiana State University	SPED 200- Students with Mild Intervention needs.
Northern Arizona University	EXE 380- Introduction to Special Education
Towson University	SPED 301- Introduction to Special Education
Kentucky Universities	/ Course
Morehead University	EDSP 360- Characteristics of LD
Murray State University	SED 350- Roles and procedures in Special Education
Eastern Kentucky University	SED 356- Special Education methods and materials
Northern Kentucky University	EDS 322- Planning & Implementing instruction for Students with Disabilities

3.   **Discussion of proposed course:**

3.1   Course objectives: At the end of this course, each student will be able to:
- Outline the special education process & procedures
- Reference case law related to special education
- Recognize critical components of both Part B and Part C of IDEA serving both school age and early childhood students with disabilities
- Recognize Response to Instruction (RTI) tiers
- Define the special education teacher's role in RTI
- Construct Individualized Educational Programs, IEP
- Define Least Restrictive Environment and the IEP process
- Outline Present Level of Progress (PLOP)
- Create an agenda for an IEP meeting
- Create KTIP instructional lesson plans
- Describe the WKU Teacher Work Sample (TWS) structure
- Demonstrate how to schedule students for service in a resource room
- Describe components of a) Teacher Professional Development Plan and b) Teacher Dispositions Plan-

3.2   Content outline:

- Special education history
- Case law affecting special education
- Legislation governing special education processes
- Procedures & resources dictated by law and best practices
- Directed instruction/ Explicit instructional methods
- Measurement of student progress
- Lesson/unit plans
- WKU teacher work sample
- KY standards
- IEP agenda
- Parent participation in IEP process
- Classroom environments seen in resource rooms, self-contained rooms, general education rooms

3.3 Student expectations and requirements: Student performance will be evaluated by work completed on-
- Projects
- Research
- Papers
- Field experience
- Tests

3.4 Tentative texts and course materials:

Bateman, B. D., & Herr, C. M. (2006). Writing measurable IEP goals and objectives. Verona, Wisconsin: IEP Resources.

Bateman, B. D., & Linden, M. A. (2006) Better IEP's; How to develop legally correct and educationally useful programs, 4th edition. Verona, Wisconsin: IEP Resources.

Kauffman, J. M, & Hallahan, D. P. (2005). Special Education: What it is and why we need it. Boston: Pearson.

Mercer, C. D., Mercer, A. R. & Pullen, P. C. (2011). Teaching Students with Learning Problems, (8th Ed). Boston: Pearson.

Sorrells, A. M., Rieth, H. J., & Sindelar, P. T. (2004). Critical issues in special education; Access, diversity, and accountability. Boston: Allyn and Bacon.

Wright, P. W., & Wright P. D. (2007). Special Education Law, 2nd edition. Hartfield, VA: Harbor House Law Press.

4. Resources:
4.1 Library resources: Existing library resources are sufficient.
4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:
5.1 Proposed method of staffing: Current staffing is adequate at the present time.
5.2 Special equipment needed: Current resources are adequate.
5.3 Expendable materials needed: Current resources are adequate.
5.4 Laboratory materials needed: No additional laboratory materials will be needed.

6. Proposed term for implementation: Spring 2013

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

School of Teacher Education   11/18/2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: J. Dusteen Knotts, Jdusteen.knotts@wku.edu Office: 745-3747

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: SPED 340
   1.2   Course title: LBD Elementary Instructional Methods
   1.3   Abbreviated course title: LBD Elementary Instruc Methods
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: Lecture
   1.6   Prerequisite: SPED 335
   1.7   Course catalog listing: Research-based instructional methods for elementary
           students with mild disabilities. Field experiences may be required. Students are
           responsible for their own transportation to assigned sites.

2. **Rationale:**
   2.1   Reason for developing the proposed course: The proposed course was developed
           as part of an extensive revision of the undergraduate program in special education
           (formerly exceptional education). The previous program, Exceptional Education,
           blended course topics to cover Council for Exceptional Children (CEC) standards
           for two areas of certification in special education, Learning and Behavior
           Disorders and Moderate-Severe Disabilities (LBD/MSD). The proposed revised
           program will focus on instruction for students with mild disabilities so the MSD
           components are being removed from the program. In addition, other courses are
           being added to the Special Education program so that program graduates will be
           eligible for certification in elementary education as well as special education. The
           proposed revised program will focus on preparing teacher candidates to provide
           appropriate accommodations, as needed to facilitate each child's progress in the
           general education classroom addressing Kentucky teacher standards as well as
           national CEC standards. This course will examine the methodologies to address
           the characteristics of special education as outlined by Kaufman & Hallahan
           (2005). Methods will be taught to allow the teacher candidate to adapt instruction
           as needed in reference to pace, quantity of material, reinforcement, intensity of
           instruction, teacher- pupil ratio and attentiveness while measuring student
           performance.
   2.2   Projected enrollment in the proposed course: 20 per offering based on average
           enrollment of last four years
   2.3   Relationship of the proposed course to courses now offered by the department:
           EXED 331, Early Childhood Education for Children with Disabilities, from the
           previous program included many of the proposed course's topics with the MSD
           component and early childhood component (IECE). Most of that course needed
           revision to fit the state LBD certification (P-12) focus and to remove the MSD
           component and IECE component. Rather than making extensive revisions to
           EXED 331, the faculty decided that creating a new course seemed prudent. The
           School of Teacher Education (STE) offers many courses that address instructional

methods. Some examples are: (ELED 345- Teaching Strategies for Elementary Teachers I; IECE 322- Planning Curriculum and Instruction for Diverse Learners; ELED 365- Teaching Strategies for Elementary Teachers II; LTCY 420- Literacy Methods in the Elementary Grades; as well as content specific instructional methods courses in elementary social studies, math and science (ELED 407, 405 & 406). Some of these elementary education courses will be included in the proposed revised SPED/ELED program. The proposed course will be different from existing STE courses in that it focuses on instructional methods that are effective for students who are unsuccessful in general education classrooms due to their specific disability and the instructional methods that research has shown to be successful with this population.

2.4 Relationship of the proposed course to courses offered in other departments: Education courses for elementary students can be found in other departments such as ART 310- Art Education in the Elementary School; and MUS 314. Comprehensive Arts Education for the Elementary Teacher. The arts are important and will be included in the proposed program but the proposed course will provide instructional methods skills outside of the arts. Other topics in the proposed course are found scattered in other courses such as PSY 321- Child Developmental Psychology, PSY 405- Cognitive Psychology, PSY 443- Behavior Modification, FACS 296- Curriculum and Development for Pre-school and Kindergarten Children, and FACS 496- Addressing Challenging Behavior in Young Children. However none of these courses contain the focus of the elementary (P-5) student with mild disabilities and methods for instruction in the classroom.

2.5 Relationship of the proposed course to courses offered in other institutions: Virtually all other special education programs offer instructional methods courses but the approach to divide the instruction between the elementary and middle/secondary years is not universally used. Most focus on elementary skills and neglect the secondary student. A few of WKU's benchmark universities have elected to divide methods courses for special education between the elementary and secondary settings.

Benchmark Universities	SPED Elementary methods
Ball State	SPCED 376- Methods in Mild Interventions
Indiana State	SPED 315- Special Educ. Approaches- Curriculum and Assessment I SPED 316- Special Educ. Approaches- Curriculum and Assessment II
Eastern Michigan	SPLI 468 Education of Children with Learning Disabilities.
Northern Arizona University	ESE 422- Interdisciplinary Educational Lab
Kentucky Universities	SPED methods
Murray State Univ.	SED 443- Curriculum & Instruction for Children & Youth with Disabilities.
Northern Kentucky University	EDS 472- Special Education Methods and Materials

3. **Discussion of proposed course:**
   3.1   Course objectives: At the end of this course, each student will be able to
   - Design a learning environment for elementary students with mild disabilities
   - Select and create unit plan to meet student needs
   - Create a system for home-school communication
   - Identify strategies to manage student academic, social, emotional and behavioral development
   - Describe techniques of scheduling in a resource room, and self-contained classroom, using para-professionals in a consultation collaboration model
   - Recommend various instructional strategies that are effective for students with mild disabilities in content area
   - Demonstrate knowledge of the procedures for inclusion of students with disabilities in the school assessment system.

   3.2   Content outline:
   - Creating effective environments
   - Scheduling for special education services
   - Creating classroom policies/ rules and management systems
   - Working and communicating with parents
   - Using research-based instructional methods
   - Levels of critical thinking used in lesson preparation/assessment
   - Writing standards based IEP's using case studies
   - Promoting student engagement
   - Creating unit plans using WKU Teacher Work Sample (TWS)
   - Documenting change and student progress monitoring

   3.3   Student expectations and requirements: Performance will be evaluated by -
   - Projects
   - Research
   - Papers
   - Field experience
   - Tests

   3.4   Tentative texts and course materials:
   Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources*. Dubuque, Iowa: Kendall Hunt Publishing Company.
   Kaufman, J. M. & Hallahan, D. P. (2005). *Special education: What it is and why we need it.* Upper Saddle River, New Jersey: Pearson.
   Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.
   Mercer, C. D., Mercer, A. R. & Pullen, P. C. (2011). *Teaching Students with Learning Problems*. Upper Saddle River, NJ: Pearson.
   O'Connor, R. E. (2007). *Teaching word recognition: Effective strategies for students with learning difficulties.*   NY: The Guilford Press,.
   Reed, R. & Lienenmann, T. O. (2006). *Strategy instruction for students with learning disabilities.* Alexandria, VA: Association for Supervision and Curriculum Development.

4. **Resources:**
   4.1   Library resources: Existing library resources are sufficient.
   4.2   Computer resources: Existing resources are sufficient.

5.   Budget implications:
5.1   Proposed method of staffing: Current staffing is adequate at the present time.
5.2   Special equipment needed: Current resources are adequate.
5.3   Expendable materials needed: Current resources are adequate.
5.4   Laboratory materials needed: No additional laboratory materials will be needed

6.   Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

School of Teacher Education   11/18/2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: E. Gail Kirby gail.kirby@wku.edu

Office: 270-745-3746

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: SPED 345
    1.2   Course title: LBD Secondary Methods
    1.3   Abbreviated course title: LBD Sec Methods
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L
    1.6   Prerequisite: SPED 335
    1.7   Course catalog listing: Methods, strategies, and models for providing curricular and instructional methodologies in the education of secondary LBD students. Integration of appropriate age- and ability-level academic instruction preparing for transition to work. Field experiences required. Students are responsible for own transportation to designated sites.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The proposed course will replace EXED 333- Transition: School to Adult Life. As part of an extensive program revision that will change the certification areas for program graduates from Learning and Behavior Disorders (LBD) and Moderate to Severe Disabilities (MSD), to LBD and Elementary Education, faculty are revising program course work by removing MSD-related topics and skills and adding general elementary education topics and skills. After removing the MSD topics from this course, faculty recognized the need for research-based instructional methods for secondary students with Learning and Behavior Disorders. The proposed course is designed to examine the academic, social, and emotional needs of the adolescent with learning and behavior problems as well as focus on their transitional needs after high school.
    2.2   Projected enrollment in the proposed course: 20 per offering based on average enrollment of last four years.
    2.3   Relationship of the proposed course to courses now offered by the department: Several courses were reviewed in the course and program revision process. Listed are examples of the ones reviewed. Middle grades education offers methods courses about effectively teaching the LBD population. MGE 275- Foundations of Middle Grades Instruction; MGE 385- Middle Grades Teaching Strategies; MGE 475- Teaching Language Arts; MGE 477- Teaching Middle Grades Mathematics; MGE 479- Teaching Science; and MGE 481- Teaching Social Studies. Likewise, a number of courses in secondary teaching methods were reviewed. SEC 351- Teaching Strategies for Secondary Schools; SEC 352- Planning for Student Diversity; SEC 453- Management of Instruction; SEC 475- Teaching Language Arts; SEC 477- Teaching Mathematics; SEC 479- Teaching Science; SEC 481- Teaching Social Studies. None of the reviewed courses

provide the specific content and skills of the proposed course, which will focus specifically on secondary students with LBD and the special education teacher's role in the learning process.

2.4   Relationship of the proposed course to courses offered in other departments: PSY 422Adolescent Psychology has some components of the proposed course but does not address instructional methods for secondary LBD students.

2.5   Relationship of the proposed course to courses offered in other institutions: Several benchmark and Kentucky universities offer courses similar to the proposed course. Some examples are:

Benchmark Universities	SPED LBD Language Intervention
Towson University	SPED 441: Curriculum/Methods of Instruction
Indiana State University	CIMT 410M: Teaching and Learning in the Middle School
	SPED 400: Secondary School, Community and Family Interactions
Ball State	SPCED 371:Introduction to Mild Interventions SPCED 476: Interventions for Adolescents and Young Adults with Exceptional Needs.
Kentucky Universities	
EKU	SED 356: Special Education Methods and Materials
Murray State Univ.	SED 443: Curriculum and Instruction for Children and Youth with Mild Disabilities
Morehead	EDSP 372: Transition to Adult Life
NKU	EDS 572: Secondary Special Education Programs

3.   Discussion of proposed course:

3.1   Course Objectives: The proposed course will explore laws, assessments, methodology, and programs, as well as developmental, compensatory and social aspects of teaching secondary students with special needs. This course is designed for preservice special education teachers in the mild/moderate (LBD) program. It is part of a comprehensive program created to meet the Council for Exceptional Children (CEC) standards http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ and certification standards of Special Education K-12 teacher candidates for the state of Kentucky http://www.kyepsb.net/certification/certlist.asp

At the conclusion of this course, students will be able to:

- demonstrate knowledge of federal and state law pertaining to eligibility, IEP development, transitional processes and graduation requirements for adolescents with mild to moderate disabilities. (CEC/KY 1, 7, 8, 10)
- demonstrate the collaborative skills required and the role of the student, outside agencies, school professionals, and family in the program development and decision making for a student with mild to moderate disabilities. (CEC/KY 1, 7, 8, 10)
- demonstrate knowledge about standards, curricula, accommodation/modifications and instructional practices used in the development of appropriate IEPs meeting student needs as determined by both formal and informal assessment. (CEC/KY 4, 8)
- collect research-based instructional strategies and learning strategies in the areas of communication, language, reading, math, social skills and vocational skills for youth with mild or moderate disabilities. (CEC/KY 3, 4, 5, 6)
- review and discuss current trends, issues, and challenges for education of students with mild to moderate disabilities including transition, ESL, scheduling, exit testing and graduation requirements. (CEC/KY 6, 8, 9, 10)
- examine the effectiveness of various class routines, physical arrangement, technology, group size for instruction of youth with mild to moderate disabilities. (CEC/ KY 3, 5)
- review current methods for augmentative, alternative and assistive technology to support communication used in daily living, secondary and post secondary educational settings (CEC/KY 6.2, 6.3, 7.2, 7.4, 9.1)

3.2 Content outline:
Legal Perspectives
School, Family, and Community Collaboration
Transition planning
Instructional Methods derived and driven by assessment
Teaching Across the Content Areas
Culturally Responsible Teaching
Standards, Curricula, & the IEP
Inclusion through Response to Intervention Models
Current Trends, Transition & Beyond

3.3 Student expectations and requirements: Student learning will be will be evaluated based on papers, projects, class presentations, and tests.

3.4 Tentative texts and course materials:
Schloss, P., Smith, M.A., & Schloss, C.N. (2001). *Instructional methods for secondary students with learning and behavior problems* (4th ed.). Boston: Allyn & Bacon.

4. **Resources:**
   4.1 Library resources: Existing library resources are sufficient.
   4.2 Computer resources: Existing resources are sufficient.

5. **Budget implications:**
   5.1 Proposed method of staffing: Current staffing is adequate at the present time.
   5.2 Special equipment needed: Current resources are adequate.
   5.3 Expendable materials needed: Current resources are adequate.
   5.4 Laboratory materials needed: No additional laboratory materials will be needed.

6. **Proposed term for implementation:** Fall 2013

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

School of Teacher Education   <u>11/18/2011</u>

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: **Library Resources Form and Course Inventory Form**

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Marty Boman, marty.boman@wku.edu; 745-8833 and Patti Whetstone;
patti.whetstone@wku.edu; 745-6397.

1.   **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: SPED 350
    1.2   Course title: Assessment in Special Education
    1.3   Abbreviated course title: Assessment in SPED
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L: Lecture
    1.6   Prerequisites: SPED 335 and admission to professional education
    1.7   Course catalog listing: Assessment of students with disabilities – progress
             monitoring, formative, summative, eligibility determination, and inclusion in
             accountability systems.

2.   **Rationale:**
    2.1   Reason for developing the proposed course: The proposed course was developed
             as part of an extensive revision of the undergraduate program in special education
             (formerly exceptional education). The proposed course will replace EXED 417:
             Assessment and Curriculum I for Students with Moderate/Severe Disabilities and
             EXED 430: Diagnosis for Instructional Planning: Mild Disabilities. According to
             the Council for Exceptional Children (CEC), teachers of students with disabilities
             must have both knowledge and skill in a variety of assessment practices. CEC
             professional standards require proficiency in the following areas for initial
             certification teachers: create and monitor student progress using evaluation tools;
             administer, score and interpret individually administered assessments designed for
             eligibility determination; adapt, modify and provide accommodations for school,
             class, district and state assessments; work collaboratively with general education
             teachers in the design and implementation of instruction based on assessment
             results. The proposed course is designed to teach these skills.
    2.2   Projected enrollment in the proposed course: 20 per offering based on average
             enrollment of last four years
    2.3   Relationship of the proposed course to courses now offered by the department:
             EXED 430: Diagnosis for Instructional Planning: Mild Disabilities is outdated
             when compared/aligned to the revisions of IDEIA and NCLB. Several courses
             relating to assessment and instruction are offered by the department. Examples
             are ELED 345: Teaching Strategies for Elementary Teachers I and ELED 365:
             Teaching Strategies for Elementary Teachers II. These courses include assessment
             correlated to instruction in the general education classroom. The emphasis in

other departmental courses includes general education needs or psychological services. By contrast, the proposed course is developed specifically concerns the role of the special education teacher to - interpret and administer educational assessments, create appropriate classroom assessments, and monitor the progress of students with disabilities. No other course in the department is designed for these objectives.

2.4   Relationship of the proposed course to courses offered in other departments: Several courses with assessment content were reviewed. For example, PSY 361: Psychological Tests and Measurement covers a portion of the required topics but covers assessment more broadly and not applied to special education practice. Also, CD 433: Communication Evaluation in Autism Spectrum Disorders; CD 440: Phonology and Language Disorders; CD 434: Communication Intervention in Autism Spectrum Disorders and CD 485: Diagnostic Procedures for Communication Disorders are all offered as a portion of the Speech Language Pathologist program. Although teachers of students with Learning and Behavior Disorders work on communication issues, the CD courses currently offered do not meet the broad-based assessment needs of the scope of the LBD teacher's requirements. Finally, FACS 294: Assessment of Young Children concerns assessment of students younger than those in P-12 classrooms, the population with whom special education teachers work.

2.5   Relationship of the proposed course to courses offered in other institutions: Appropriate assessment and interpretation to drive instruction is the backbone of special education, so the proposed course is a typical offering at both benchmark universities and Kentucky universities. Examples are: Murray State University, SED 537: Diagnostic Methods; Morehead State University, EDSP 367: Educational Assessment; Eastern Kentucky University SED 351: Special Education Assessment; Northern Kentucky University EDS 464: Assessment of LBD; Ball State University, SPCED 375: Assessment; and Towson University, SPED 425: Formal Tests and Measurements.

3. Discussion of proposed course:

3.1   Course objectives:
At the end of this course, students will be able to:
- Identify and use basic assessment terminology
- Define the legal provisions and ethical principles regarding assessment of students with disabilities
- Identify, define and follow screening, pre-referral, referral and determination of eligibility for special education services
- Administer, score, interpret and report results of a variety of assessment data typically used in assessments of students with mild to moderate disabilities-
- Interpret data from state and district tests
- Use assessment data to make educational recommendations
- Create appropriate instructional plans based on student assessment
- Identify, describe and prescribe accommodations based on student academic needs

- Design, administer and interpret formal and informal assessments and data recording to monitor on-going student progress

3.2 Content outline:
- Principles of assessment – legal and ethical issues
- Concerns of diversity issues in assessment
- Design, administration and interpretation of formal assessment tools
- Design, administration and interpretation of informal assessment tools
- The use of accommodations in accountability systems
- Differentiating between the use of norm referenced versus criterion referenced assessments
- Interpret and/or valuate and report student progress to involved stakeholders
- Use assessment results to plan for instruction

3.3 Student expectations and requirements: Students will be evaluated based on participation in group activities, papers, tests, quizzes as well as performance events. Specific expectations will be:
- Interpretation of individualized test results for students with mild to moderate disabilities
- Administration, scoring, and interpretation of selected tests appropriate to classroom teacher assessments
- Creating curriculum-based tests to align with standards

3.4 Tentative texts and course materials:
Taylor, R. L. (2009). Assessment of exceptional students. Saddle River, N.J.: Merrill.
Kritkos, E. P. (2010). Special education assessment: Issues and strategies affecting today's classrooms. Saddle River, N.J.; Merrill.

4. **Resources:**
4.1 Library resources: Existing library resources are sufficient.
4.2 Computer resources: Existing resources are sufficient.

5. **Budget implications:**
5.1 Proposed method of staffing: Current staffing is adequate.
5.2 Special equipment needed: Current resources are adequate.
5.3 Expendable materials needed: Current resources are adequate.
5.4 Laboratory materials needed: No additional laboratory materials will be needed.

6. **Proposed term for implementation:** Fall 2013

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

School of Teacher Education   11/18/2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Persons: Marty Boman; marty.boman@wku.edu; 745-8833 and Patti Whetstone;
patti.whetstone@wku.edu; 745-6397

1.   **Identification of proposed course:**
       1.1   Course prefix (subject area) and number: SPED 400
       1.2   Course title: Behavior Management Strategies in Special Education
       1.3   Abbreviated course title: Behavior Management in SPED
       1.4   Credit hours and contact hours: 3
       1.5   Type of course: L: Lecture
       1.6   Prerequisites: SPED 424 and admission to professional education
       1.7   Course catalog listing: Classroom management strategies specific to students with
               mild to moderate disabilities. Special consideration for the function,
               measurement, documentation, and modification of specific behaviors to improve
               student progress academically and socially. Fieldwork may be required. Students
               are responsible for their own transportation to designated sites.

2.   **Rationale:**
       2.1   Reason for developing the proposed course: This course was developed as part of
               an extensive revision of the undergraduate program in special education (formerly
               exceptional education). Students with mild to moderate special needs frequently
               develop inappropriate behaviors as a way of coping with their disabilities. These
               behaviors interfere with their progress in the general education curriculum.
               Special education teachers must define, measure, analyze function, and develop
               appropriate programs to help students develop self-monitoring and adaptive skills
               to function successfully in the general education classes.

       2.2   Projected enrollment in the proposed course: 20 per offering based on average
               enrollment of last four years

       2.3   Relationship of the proposed course to courses now offered by the department:
               Classroom behavior is a main focus in today's classrooms. The School of
               Teacher Education has numerous courses with major components relating to this
               need. Examples are: MGE 385- Middle Grades Teaching Strategies; ELED 345-
               Teaching Strategies for Elementary Teachers I; ELED 365- Teaching Strategies
               for Elementary Teachers II; IECE 323-Positive Behavior Support; SEC 351-
               Teaching Strategies for Secondary Schools; and SEC 453-Management of
               Instruction. None of these courses focus on strategies for addressing classroom
               behavior of students with mild/moderate disabilities who are assigned to general
               education classrooms. The proposed course has a unique focus to outline federal
               and state laws governing the identification, development, and monitoring of
               inappropriate student behavior typically manifested by students with mild to

moderate disabilities. The course will also addresses milder behavior management concerns manifested when students with disabilities do not understand expectations due to their disabilities (such as processing language) and due to frustration from lack of success (such as poor reading skills and the pace of class). While the School of Teacher Education offers three courses focusing on behavior management, EXED 432 Applied Behavior Analysis, EXED 433 Models of Positive Behavior Supports, and IECE 323 Positive Behavior Supports, none of these courses is specifically targeted to mild/moderate students with disabilities working in the general education curriculum. The two EXED courses will no longer be offered after the proposed program revision has been fully implemented and students in the current program have had the opportunity to complete it.

2.4   Relationship of the proposed course to courses offered in other departments: Few courses were found outside of the department with overlapping areas except PSY 440 Abnormal Psychology and PSY 443- Behavior Modification. However, neither course specifically addresses classroom behavior management of children with special needs. Due to the nature of emotional/behavior disorders in the mild/moderate categories covered by this course, some similar components were found in SMED 320- Classroom Interactions; SWRK 330- Human Behaviors in the Social Environment, and SWRK 356- Services for Juvenile Offenders and Their Families. However, none would provide all of the necessary content and skills of the proposed course.

2.5   Relationship of the proposed course to courses offered in other institutions: Course work to address behavior management problems of students with disabilities struggling in school is found in all benchmark universities and regional universities. Examples are:

University	Course
Eastern Kentucky University	SED 341- Behavior Management
Ball State University	SPCED 309-Behavior Support
Indiana State University	SPED 215- Behavior management
Northern Arizona University	ESE 425- Classroom management for Exceptional Children
Towson University	SPED 429- Curriculum/Methods of Classroom Management

3.   **Discussion of proposed course:**
3.1   Course objectives: At the end of this course, each student will be able to:
   • Review current research and trends for students with behavioral concerns in special education
   • Name prominent theories of behavior management
   • Comprehend the legal and procedural measures for legal discipline protocol as applied to students with disabilities
   • Define the characteristics of students with emotional disorders, common etiologies and medical aspects including common medications

- Identify research-based strategies for managing behavior, de-escalation, re-direction, self-awareness, self-management, reinforcement, and extinction
- To isolate target behaviors, review antecedent and consequential procedures, take baseline data, plan behavioral interventions, and complete a behavior plan
- Research and design social skills instruction
- Observe and document student behavior
- Discuss the roles of family, paraprofessionals, other stakeholders and the student in the behavior program of a student with disabilities

3.2   Content Outline:
- Defining behavior
- Measurement
- Appropriate behavior and expectations
- Diversity and expectations
- EBD characteristics and subcategories, etiologies
- Function of behavior
- Sensory Integration
- Medical aspects
- Law governing students with disabilities and behavior concerns
- Research based strategies: De-escalation, Re-direction, Life Space, Skill streaming, Behavior contracts, etc.
- Least Restrictive Environment
- Lesson plans including behavior goals
- Social skill strategies and programs
- Working with counselors

3.3   Student expectations and requirements: Student performance may be monitored by work completed through the following assignments as specified by the assigned professor.
- Projects
- Research
- Papers
- Field experience
- Tests

3.4   Tentative texts and course materials:
Alberto, P. A. & Troutman, A. C. (2009). Applied behavior analysis for teachers. (8th ed.). Saddle River, N.J.: Pearson.
Kerr, M. M. (2010). Strategies for addressing behavior problems in the classroom (6th ed). Boston, MA; Merrill.

4.   Resources:
4.1   Library resources: Existing library resources are sufficient.
4.2   Computer resources: Existing resources are sufficient.

5.   Budget implications:
5.1   Proposed method of staffing: Current staffing is adequate at the present time.

5.2   Special equipment needed: Current resources are adequate.
5.3   Expendable materials needed: Current resources are adequate.
5.4   Laboratory materials needed: No additional laboratory materials will be needed

6.   Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

School of Teacher Education   ___12/5/2011_____

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

 Attachment: Library Resources Form and Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: J. Dusteen Knotts, Jdusteen.knotts@wkuledu Office: 270- 745-3747

1.   **Identification of proposed course:**
         1.1   Course prefix (subject area) and number: SPED 424
         1.2   Course title: Inclusion, Collaboration and Diversity in the Classroom
         1.3   Abbreviated course title: Inclusion Collab and Diversity
         1.4   Credit hours and contact hours: 3
         1.5   Type of course: Lecture
         1.6   Prerequisites: SPED 335 and admission to professional education or instructor
                    approval.
         1.7   Course catalog listing:
                    Develops and enhances communication in the collaboration roles of key
                    stakeholders working with at-risk, identified, and diverse students in the special
                    education process. Field experience required. Candidates are responsible for their
                    own transportation to assigned sites.

2.   **Rationale:**
         2.1   Reason for developing the proposed course: The proposed course was developed
                    as part of an extensive revision of the undergraduate program in special education
                    (formerly exceptional education). Due to federal mandates, such as No Child Left
                    Behind and the Individuals with Disabilities Education Act (2004), Kentucky
                    students with mild disabilities are increasingly educated within settings that
                    involve the active participation of teams of professionals who combine expertise
                    and services. As such, it is imperative that teacher candidates understand the
                    interpersonal dynamics of this complex service delivery system. This course will
                    also look critically at student diversity, team composition and "best practice" as
                    they relate to effective communication and the special education process. Students
                    from diverse backgrounds are often funneled into special education LBD
                    programs with noted differences in learning that may be a result of cultural
                    differences and expectations. In other cases, teachers may overlook (and fail to
                    provide services for) students with disabilities, instead attributing students' lack
                    of progress to cultural differences. The proposed course will emphasize effective
                    inclusion methods and co-teaching models that are currently demanded in
                    programs for students with mild learning and behavior disorders (LBD).
         2.2   Projected enrollment in the proposed course: 20 per offering based on average
                    enrollment of last four years
         2.3   Relationship of the proposed course to courses now offered by the department:
                    This course was created to replace EXED 422, Collaboration and Inclusion in
                    School and Community Settings. Major portions of the existing course address
                    working with students who have moderate/severe disabilities and very young
                    children (birth to primary age) with or without disabilities; thus, the existing
                    course is not appropriate to prepare teachers to work with students who have mild

disabilities. Graduates of this program will be eligible for certification to teach P-12 students who have disabilities but program graduates will not qualify for preschool certification. Outside of special education there are several existing education courses that address diversity and students' special needs but there is not a course that specifically addresses the combination of topics in the proposed course. Examples of some courses considered are: ELED 345- Teaching Strategies for Elementary Teachers I; ELED 355- Student Diversity in the Classroom; and IECE 322- Planning Curriculum and Instruction for Diverse Learners.

2.4   Relationship of the proposed course to courses offered in other departments: Several courses in other departments deal with small group interactions, diversity, work communication and working with families. Examples are: CD 491- Management of Communication Disorders in the School; COMM 349- Inter personal Communication; COMM 362- Organizational Communication; COMM 448- Advanced Interpersonal Communication; COMM 450- Family Communication; PSY 355- Issues in Cross-Cultural Psychology; PSY 350- Social Psychology; SWRK 330- Human Behavior in the Social Environment; SOCL 310- Behavior in Small Groups and FACS 297- Family, Community and Early Childhood Programs. None were designed with the purpose of training pre-service teachers to work effectively with students with mild disabilities and/or diversity in the school systems covering the pertinent topics as outlined in Council of Exceptional Children standards.

2.5   Relationship of the proposed course to courses offered in other institutions: Federal law necessitates courses similar to the proposed course common at most universities with programs to train special educators. The concepts to be taught in the proposed course have become integral to the set of special education teachers' required skills and competencies as outlined in both legislation and practice. Some examples of similar courses at other institutions are:

Morehead University	EDSP 365- Inclusion of students with diverse needs
Indiana State	SPED 226- The exceptional learner in the regular classroom
Univ. of Northern Iowa	220:150- Meeting the needs of diverse learners in classrooms
Florida Atlantic Univ.	EEX 4751- Collaboration with professionals and families
Middle Tennessee State University	SPED 4380- Collaboration and consultation

3.   **Discussion of proposed course:**

3.1   Course objectives: At the end of this course, each student will be able to
- Observe and determine the contextual factors of an elementary classroom on the WKU Teacher Work Sample (TWS) format.
- Outline skills to work collaboratively with other professionals
- Develop a group lesson plan using research-based differentiated components for diverse learners
- Complete documentation outlining planning, assessment and analysis of a collaborative project implementing tools and resources learned in this course

- Recognize implementation of Council of Exceptional Children (CEC) standards and state standards
- Know the steps needed to develop a Professional Development Plan
- Locate resources and materials to use in collaboration and inclusion settings.
- Examine cultural factors and select effective strategies to work with families and colleagues from diverse backgrounds.

3.2 Content outline:
- The role of collaboration in the Response to Intervention (RTI) model
- Best practices for inclusion
- Documentation of collaboration as recorded in student progress documentation
- Diversity & Disability in the classroom (co-morbid presentation)
- Tools and methods for inclusion & collaboration
- Co-Teaching Models
- Differentiation instructional techniques
- Critical thinking to cue higher order thinking (Blooms, Armbruster)
- How to disagree in professional manner
- Language of report
- Conflict resolution
- Appropriate use of technology for communication, professional communication
- Documenting student progress in the inclusion class.
- How to work with Paraprofessionals for inclusion settings
- WKU Teacher Work Sample for inclusion settings
- Professional development process

3.3 Student expectations and requirements: Student performance will be evaluated by work completed on:
- Projects
- Research
- Papers
- Field experience
- Tests

3.4 Tentative texts and course materials:
Dettmer, P., Thurston, L. P., Knackendoffel, A. & Dyck, N. J. (2009). Collaboration, consultation, and teamwork: For students with special needs. Upper Saddle River, N. J.: Pearson Education, Inc.
Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. (2nd ed). Alexandria, VA: Association of Curriculum and Development.

4. Resources:
4.1 Library resources: Existing library resources are sufficient.
4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:
5.1 Proposed method of staffing: Current staffing is adequate at the present time.
5.2 Special equipment needed: Current resources are adequate.
5.3 Expendable materials needed: Current resources are adequate.
5.4 Laboratory materials needed: No additional laboratory materials will be needed.

6. Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

School of Teacher Education   11/18/2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: E. Gail Kirby gail.kirby@wku.edu

Office: 270- 745-3746

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: SPED 425
    1.2   Course title: LBD Language Interventions: Strategies and Materials
    1.3   Abbreviated course title: LBD Lang Interv: Strat & Mater
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L
    1.6   Prerequisites: SPED 335 and admission to professional education.
    1.7   Course catalog listing: Language and reading development with emphasis on remediation using research-based strategies, methods, and materials for students with LBD, including English Learners.

2. **Rationale:**
    2.1   Reason for developing the proposed course: This course was developed as part of the extensive revision of the undergraduate program in special education (formerly exceptional education). The previous program, Exceptional Education, blended course topics to cover CEC standards for two areas of certification in special education, Learning and Behavior Disorders and Moderate-Severe Disabilities (LBD and MSD). The proposed course is designed to provide the research base of effective reading strategies to help special education teachers identify and assist students who may have difficulty developing literacy skills due to having a specific learning disability (as defined by the IDEA), including English Learners with disabilities.
    2.2   Projected enrollment in the proposed course: 20 per offering based on average enrollment of last four years
    2.3   Relationship of the proposed course to courses now offered by the department: EXED 431, Language Intervention: Strategies and Materials is similar in that it also addresses students with disabilities who struggle with reading, but a major revision of EXED 431 would be needed to merge the content of other literacy courses with the skills needed by the special education teacher in addressing language and literacy needs of students with disabilities. Literacy, one major part of this course, is a strong component in the department.   The following courses are found in Literacy – LTCY 310: Early Reading, Language, and Literacy; LTCY 320: Teaching Literacy in Elementary School; LTCY 420: Reading in the Primary Grades; and LTCY 421: Reading in the Middle School. None of these contain the required topics dictated by CEC standards. A course focused on these instructional methods is required. In the proposed new course, teaching English Learners who have a learning disability has been included, as well as updated content to reflect effective teaching practices in Response to Intervention Models for students with LBD.

2.4   Relationship of the proposed course to courses offered in other departments: Several courses in Communication Disorders address students with various language issues. Examples are CD 347: Bases of Speech; CD 405: Phonetics; CD 440: Phonology and Language Disorders; CD 434: Communication Disorders in Autism; CD 481: Speech and Language Development; CD 483: Articulation Disorders; CD 485: Diagnostic Procedures of Communication Disorders; and CD 486: Language Disorders. Communication Disorders focuses on diagnosis and treatment of language disorders rather than on instructional classroom methods. None of the CD courses teach the special educator how to adapt instruction for students in the Learning and Behavior Disorders category and English Language Learners with LBD. In addition, none of the CD courses include the required topics dictated by CEC standards, in contrast to the proposed course. Statistics show that the majority of LBD disorders have a direct impact on the instruction of reading, writing, listening, and spoken language. No courses in other departments focus specifically on language development and reading disabilities for students with LBD.

2.5   Relationship of the proposed course to courses offered in other institutions: A special education reading course is a typical offering found in both benchmark universities as well as other Kentucky universities. Six of the twenty the benchmark universities have a similar course.

Language is a major factor and is apparent in both benchmark universities and other Kentucky universities as indicated by the examples below.

Benchmark Universities	SPED LBD Language Intervention
Northern Kentucky University	EDU 302 Teaching of Reading, EDU 317 Teaching of Phonics
Towson University	ELED 322 Foundations of Reading and Language Arts, ELED 323 Principles/Practices of Instruction in Reading and Lang. Arts
Indiana State University	ELED 397 Teaching Developmental Reading and Other Language Arts, ELED 398 Corrective Reading in the Classroom
Northern Arizona University	ESE 472 Foundations and Methods for Culturally and Linguistically Diverse Exceptional Students
Ball State	EDRDG 430 Corrective Reading, SPAA; 270 Language Development

Kentucky Universities	
EKU	SED 260 Language and Speech Disorders of Exceptional Children
Murray State Univ.	CDI 205/ SED 425 Introduction to Communication Disorders
Morehead	EDSP 353 Characteristics of Learning Disabilities

3.   Discussion of proposed course:

3.1   Course objectives: This course is designed for preservice special education teachers in the mild/moderate program. Empirically validated instructional procedures are presented to address reading for students with disabilities, including English Language Learners. The focus will be on assessing students' skills, planning and implementing appropriate instructional procedures, and monitoring students' progress.

At the conclusion of this course, students will be able to:

- Demonstrate knowledge of reading and writing characteristics of students with LBD.
- Demonstrate knowledge of the role of assessments in diagnosing difficulties, designing literacy instruction, monitoring progress, adjusting instruction, assessing achievement, and evaluating program effectiveness for children with special needs.
- Demonstrate mastery of using Direct Instruction and lesson preparation.
- Research and demonstrate strategies for teaching phonological awareness and concepts of print to students with special needs.
- Monitor student performance using curriculum-based measurement (CBM).
- Demonstrate strategies for teaching and refining the alphabetic principle with students with special needs, including an awareness of the difficulties of applying phonics instruction for students whose mastery of English sounds is limited.
- Demonstrate using CBM to modify instructional material.
- Write goals and objectives for Individualized Education Programs (IEPs).

3.2   Content outline:

- Introduction of research in reading instruction for students with disabilities (SWDs) and English Language Learners (ELLs).
- Role of patterns to determine strengths and weaknesses for SWDs and ELLs.
- Assessing beginning reading skills in a multi-tier model or Response to Intervention model.
- Increasing reading fluency in SWDs and ELLs.
- Vocabulary building strategies & use of technology to improve reading and writing skills for SWDs and ELLs.
- Using multiple strategies to maximize student gains in reading comprehension for SWDs and ELLs in a multi-tier model or Response to Intervention model.

3.3   Student expectations and requirements: Student learning will be evaluated based on a combination of papers, projects, class presentations, and quizzes.

3.4   Tentative texts and course materials:

Bursuck, W. D. & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities* (2nd ed.). Boston: Pearson.

Griffin, J.E.. Artiles, A., & Ortiz, A. (2002). *English language learners with special education needs: Identification, placement, and instruction.* McHenry, IL: Delta.

Klingner, J.K., Hoover, J.J., & Baca, L.M. (2008). *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disability.* Thousand Oaks, CA: Corwin Press.

Reyes, M. (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students. *Harvard Educational Review, 62*, 427-446.

4.   **Resources:**
4.1   Library resources: Existing library resources are sufficient.
4.2   Computer resources: Existing electronic resources are sufficient.

5.   **Budget implications:**
5.1   Proposed method of staffing: Current staffing is adequate at the present time.
5.2   Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate.
5.3   Expendable materials needed: Current resources are adequate.
5.4   Laboratory materials needed: Current resources are adequate.

6.   **Proposed term for implementation:** Fall 2013

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

School of Teacher Education   11/18/2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105

1.   Identification of proposed course:
      1.1   Course prefix (subject area) and number: SPED 480
      1.2   Course title: Senior Project for Learning and Behavior Disorders
      1.3   Abbreviated course title: Senior Project for LBD
      1.4   Credit hours and contact hours: 3.0
      1.5   Type of course: P (Practicum)
      1.6   Prerequisite: SPED 424 and admission to professional education, or instructor approval.
      1.7   Course catalog listing: Supervised field placement in P-12 settings serving students with LBD. Students are responsible for arranging their own transportation to designated or assigned sites.

2.   Rationale:
      2.1   Reason for developing the proposed course: This course was developed as part of a proposed extensive revision of the undergraduate program in special education (formerly exceptional education). It will be similar to field experience courses in the current program, in that students will complete supervised field experience in classrooms for students with learning and behavior disabilities. The proposed course has been developed to replace the previous field experience for teacher candidates seeking Learning and Behavior Disorder certification. The total hours required in this field experience are fewer as the new program readjusts the number of field hours spent for other courses and the course objectives have changed to place a greater focus on the Council for Exceptional Children standards and the Kentucky Teacher Standards. All institutions in the Commonwealth of Kentucky who prepare certified teachers in special education require field experience prior to student teaching. Kentucky has recently revised the requirements pertaining to the number of hours required of pre-service teachers prior to student teaching, and all initial teacher preparation programs must meet these guidelines.
      2.2   Projected enrollment in the proposed course: Based upon current undergraduate enrollment, it is estimated that 10-30 students per year will enroll in this course.
      2.3   Relationship of the proposed course to courses now offered by the department: Many other undergraduate courses within the School of Teacher Education require field experience prior to the student teaching semester (e.g., ELED 355 Student Diversity in the Classroom, ELED 365 Strategies for Elementary Teachers II, ELED 405 Teaching Mathematics in the Elementary School , ELED 406 Teaching Science in the Elementary School. . However, these

other courses are designed for field work in particular content areas. The proposed course is designed to allow future special educators additional field work opportunities in a variety of settings within different content and grade levels, with specific focus on students with learning and behavior disorders.

2.4   Relationship of the proposed course to courses offered in other departments: Many undergraduate programs in the College of Education and Behavioral Sciences require field experience courses. Because all programs in CEBS have goals of serving individuals in the community through education, counseling, and understanding or treating those requiring assistance, all offer some type of field experience course to provide authentic experiences in the respective fields. An example outside of the School of Teacher Education from the College of Education and Behavioral Sciences is PSY 390 Field Experience in Psychology. Departments in other colleges also offer or require field experience courses in their programs to provide real world experiences. Some examples are Social Work (SWRK 480 Social Work Field Practice I and SWRK 482 Social Work Field Practice II) and Nursing (NURS 344 Clinical Mental Health Nursing; NURS 433 Clinical Medical-Surgical Nursing; NURS 422 Senior Practicum). The field experiences offered in these and other programs outside of the School of Teacher Education focus on real world application of knowledge specific to the respective disciplines. The field experience for the proposed course has a focus on working with students with Learning and Behavior Disorders within P-12 settings.

2.5   Relationship of the proposed course to courses offered in other institutions: Field experience is considered the hallmark of well-respected teacher education programs across the nation as well as in Kentucky. Of our benchmark universities offering undergraduate special education teacher education programs, all require field experience prior to student teaching. The proposed course will be similar to those at other institutions in that students will be required to complete a certain amount of hours in the field. For example, Eastern Kentucky University has SED 375, Practicum in Special Education. Murray State University has SED 455, Practicum. Morehead State University has EDSP 359, Practicum in Teaching Students with LBD. While this proposed course will have many similarities as others around the state and the nation, The activities that will be required in the proposed course are performance-based, and will evaluate students not only on their teacher behaviors and dispositions but on their impact on student learning while in the field. Students in the proposed course will be evaluated based upon Kentucky Teacher Standards and The Council for Exceptional Children's Initial Common Core Set of Standards for Special Education, as well as on the Initial Level Knowledge and Skills for Special Education Teachers of Individuals with Exceptional Learning Needs with Learning Disabilities and Emotional and/or Behavioral Disorders.

3.   Discussion of proposed course:

3.1   Course objectives: Upon completion of this course, students will be able to:
- Observe daily routines, schedules, and learning environments serving students with learning and behavior disorders.

- Plan and implement academic lessons and interventions aimed at increasing the academic achievement of students with learning and behavior disorders while being observed by university personnel.
- Plan and implement behavioral interventions aimed at increasing the academic achievement of students with learning and behavior disorders while being observed by university personnel.
- Plan, implement, and analyze assessment of student learning within the context of a lesson and/or unit while being observed by university personnel.
- Incorporate relevant educational technology into lesson plans and instruction while being observed by university personnel.
- Reflect upon teaching based upon analysis of student learning.
- Reflect upon professional dispositions based upon analysis of collaboration with other professionals in the field and response to observation feedback from university personnel.
- Demonstrate leadership within the school, community, and profession through extracurricular involvement in school and/or university activities impacting P-12 children in the community.
- Document all of the above in a field experience electronic record to be uploaded to the electronic portfolio system as their critical performance indicator for the course.

3.2   Content outline:
- Orientation to field experience requirements, assignments, and expectations
- Participation in two separate field experience placements for 5 weeks each for approximately 14 hours per week for a total of 140 hours.

3.3   Student expectations and requirements:
- Students will participate in a professional manner in the assigned field experience placements as documented by observations of university personnel. During this course, students will apply and demonstrate knowledge, ideas, strategies, and best teaching practices in real-world settings working with students with and without learning and behavior disorders as well as other education professionals.
- Students will complete a digital journal documenting all required assignments and evaluations.
- Students will adhere to all WKU CEBS Professional Teaching Dispositions in all aspects and settings related to this field experience.
- All of the above will be documented in a field experience electronic record to be uploaded to the electronic portfolio system as their critical performance indicator for the course.

4.   Resources:
4.1   Library resources: Existing library resources are sufficient
4.2   Computer resources: Existing computer resources are sufficient

5.   Budget implications:
5.1   Proposed method of staffing: Current staffing is adequate at the present time

5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

School of Teacher Education: <u>11/18/2011</u>

CEBS Curriculum Committee   _____

Professional Education Council (if applicable)   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105
1.   **Identification of program:**
  1.   Current program reference number: 553
  2.   Current program title: Exceptional Education: Learning and Behavior Disorders
          and Moderate and Severe Disabilities
  3.   Credit hours: 79

2.   **Identification of the proposed program changes:**
  Specific changes proposed include:
  - Changing the name of the program from Exceptional Education Learning and
    Behavior Disorders and Moderate and Severe Disabilities to Special Education:
    Learning and Behavior Disorders and Elementary Education
  - Developing a dual certification program in Elementary Education (P-5) and Learning
    and Behavior Disorders (P-12).
  - Deleting the Moderate and Severe Disabilities certification course work (EXED 415
    Prescriptive Programming for Individuals with Severe Emotional and Behavior
    Disorders; EXED 416 Field-Based Practicum with Individuals with Moderate and
    Severe Disabilities; EXED 417 Assessment and Curriculum I for Students with
    Moderate/Severe Disabilities; and EXED 418 Assessment and Curriculum II for
    Students with Moderate/Severe Disabilities). Updating course offerings in special
    education to reflect current service delivery models, laws, the current research base in
    special education and the current Council for Exceptional Children standards and
    Kentucky Teacher Standards.

3.   **Detailed program description:**

CURRENT PROGRAM	PROPOSED PROGRAM
Major in Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities	**Major in Special Education: Learning and Behavior Disorders and Elementary Education**
The program of study leading to the Bachelor of Science degree in Exceptional Education, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12 (reference number 553), is a dual certification program in compliance with 704 KAR 20:235.	**The goal of this dual certification program in special education and elementary education is to prepare the most highly qualified teachers for all learners in a global society and to adhere to the College of Education and Behavioral Sciences' vision to produce graduates to lead and serve in a dynamic world. Graduates of this dual certification program will be prepared to**
Program Requires a Total of 79 Hours: Required courses are: EDU 250, EXED 330, (Grade of B or	

higher),LME 318, LME 448, PSY 310, LTCY 320, EXED 331, 332, 333, 334, 415, 416, 417, 418, 419, 422, 430, 431, 432, 433, 434, and 490. The student must meet the general academic proficiency requirement of Teacher Admissions no later than the semester of enrollment in EXED 331, EXED 333, 419 and 432. Enrollment in EXED 332, 334, 415, 416, 417, 418, 422, 430, 431 and 433 is permitted only after admission to both Professional Education and Exceptional Education.

Each level in the program sequence has standards for both the required exhibits for the cumulative portfolio as well as critical performance indicators. Because each critical performance is the foundation for succeeding tasks, the student should take the courses in the following sequence: Semester 1 (in the program): PSY 100; Semester 2: EDU 250; Semester 3: PSY 310; Semester 4: LTCY 320, EXED 330; Semester 5: EXED 331, EXED 333, 432, 419. The student must be admitted to Professional Education in order to be formally admitted to the dual EXED LBD and MSD major and the five course block sequence, EXED 332, 334, 422, 430, 431 and 433. The last sequence of coursework prior to admission to student teaching (EXED 434 and EXED 490) is EXED 415, 416, 417, 418 and 431.

The student must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all EXED coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and Specialty Coursework – MATH 211, MATH 212, LME 448, LME 318/407, LTCY 320 (with no grade lower than a "C") prior to enrollment in EXED 434 and EXED 490 (Student Teaching Semester).

Additional information about the EXED major, including the required course sequence and undergraduate information handbook, can be found on the program website in the School of Teacher Education (http://www.wku.edu/ste).

teach students in K-5 classrooms in an elementary school setting as well as in K-12 classrooms for students with learning and behavior disorders. The dual certification major provides extensive field experience prior to student teaching.

Program Requirements (Total: 91 hours)
EDU 250 Introduction to Education (3 hrs) (grade of B or higher)
PSY 310 Educational Psychology: Development and Learning (3 hrs)
LTCY 320 The Teaching of Reading (3 hrs)
SPED 330 Introduction to Exceptional Education: Diversity in Learning (Grade of B or higher) (3 hrs);
ELED 365 Strategies for Elementary Teachers (3 hrs);
ELED 407 Materials/Methods in Social Studies (3 hrs);
ELED 405 Teaching Mathematics in the Elementary School (3 hrs);
ELED 406 Teaching Science in the Elementary School (3 hrs)
PE 354 Physical Education in Elementary Schools (3 hrs)
HIST 456 Kentucky History/GEOG 451 Geography of Kentucky (3 hrs)
MUS 314 Comprehensive Arts Education for the Elementary Teacher (3 hrs)
LTCY 420 Reading in the Primary Grades (3 hrs)
MATH 205 Number Systems/Theory for Teachers (3 hrs);
MATH 206 Fundamental Geometry for Teachers (3 hrs);
MATH 308 Rational Numbers/Data Analysis for Teachers (3 hrs);
LME 318 Children's Literature (3 hrs);
LME 448 Technology Applications in Education (3 hrs)
or
CIS 141 Basic Computer Literacy (3 hrs);
SPED 335 Foundations of Special Education (3 hrs);
SPED 340 LBD Elementary Instructional Methods (3 hrs);
SPED 345 LBD Secondary Methods (3 hrs);
SPED 350 Assessment in Special Education (3 hrs);
SPED 400 Behavior Management Strategies in Special Education (3 hrs);
SPED 424 Inclusion, Collaboration and

	Diversity in the Classroom (3 hrs);
	SPED 425 LBD Language Intervention:
	Strategies and Materials (3 hrs);
	SPED 480 Senior Project for LBD (3 hrs);
	EDU 489 Student Teaching Seminar (3 hrs);
	ELED 490 Student Teaching (5 hrs)
	SPED 490 Student Teaching LBD (5 hrs)
	
	NOTES:
	  • **Students must be admitted to Teacher Education in order to register for ELED 365; SPED 424; and ELED 407 Block I courses. Students should begin the teacher admission process while enrolled in EDU 250.**
	  • **The standardized test requirement for admission to teacher education must be complete and students must obtain a 2.75 GPA before registering for SPED 424.**
	  • **Except for SPED 330 and EDU 250 (which require a grade of B or higher), a grade of C or higher is required for all courses in the major.**
	
	Prior to enrolling in SPED 490 and ELED 490 (Student Teaching), students must meet all student teaching admission requirements including a C or higher in all professional education courses and a B or higher in SPED 330 and EDU 250. In addition, they must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all SPED/ELED coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and specialty coursework – Math 205, Math 206, Math 308, LME 448 or CIS 141 or CS 145, LME 318, and LTCY 320 (with no grade lower than a "C") prior to enrollment in Student Teaching.

4. **Rationale for the proposed program changes:**
The Special Education program faculty members recognize and embrace that the roles and required qualifications of special education teachers have changed in the past decade. Based upon an internal audit of the current undergraduate Special Education initial teacher preparation program, the current research base in special education teacher

preparation, and the continued shortage of special education teachers, the need for a program revision is evident to prepare teacher candidates for the second decade of the 21st century and beyond.

- To better market and promote our program so that our program is easily recognizable, a program title change from Exceptional Education to Special Education is proposed. The name of the graduate program has recently been changed from Exceptional Education to Special Education for the Teacher Leader.
- Current laws (NCLB & IDEIA) require special education teachers to be highly qualified in a content area when they are the teacher of record. The proposed dual certification program will meet the "highly qualified" requirement by adding the elementary education certification and dropping the MSD certification, therefore preparing our graduates to be better prepared and more employable.
- Offering dual special education certification in Moderate and Severe Disabilities and Learning and Behavioral Disorders is not preparing students to be highly qualified teachers in content areas. While students can successfully complete MSD course work at the undergraduate level, interviews with program graduates indicate that fairly extensive training must be provided to them by the school systems in the first years of employment. The Moderate and Severe certification is better suited for advanced preparation at the graduate level due to the specialized nature of implementing instruction for students with moderate and severe disabilities. WKU's graduate programs currently offer advanced preparation in MSD to meet the need for this certification.
- Removing the MSD concentration and updating courses to reflect the current research base and law requires revision significant enough as to demand new courses. New courses are needed to align the program with 21st century special education standards. New courses are being developed with program assessment in mind to ensure that the program is meeting its revised vision and mission.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2012 – The current program will be phased out over the next two years to allow those enrolled to complete their programs already on file.

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

School of Teacher Education   November 18, 2011

CEBS Curriculum Committee   _____

Professional Education Council   _____

Undergraduate Curriculum Committee _____

University Senate _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Retta E. Poe, retta.poe@wku.edu, 5-4662

1.   **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: EDU 599
    1.2   Course title: Thesis Research and Writing
    1.3   Abbreviated course title: Thesis Research and Writing
    1.4   Credit hours and contact hours: 1-6; may be repeated for a total of 6 hours
    1.5   Type of course: R (Research)
    1.6   Prerequisites: Advisor and instructor permission
    1.7   Course catalog listing: Independent research on a topic related to education or
             behavioral sciences

2.   **Rationale:**
    2.1   Reason for developing the proposed course: The primary impetus for developing
             the proposed course is to provide a thesis course for students enrolled in the MAE
             in Education and Behavioral Sciences Studies (EBSS) program. Students in this
             program have the option of completing a practicum (EDU 594 Practicum in
             Education or Behavioral Sciences) and capstone course (EDU 595 Directed Study
             in Education or Behavioral Sciences), or completing a master's thesis. To date
             only one student has chosen to complete a master's thesis. As there is no EDU
             thesis course available, her thesis director was able to get permission for her to
             enroll in thesis credits in another department within the College of Education and
             Behavioral Sciences. However, the long-term solution is to create an EDU thesis
             course for any future students who choose to complete a master's thesis. In
             addition, having the course available in the School of Teacher Education (STE)
             will provide flexibility in the event that future programmatic changes in the STE
             include development of a program that requires or allows completion of a
             master's thesis.
    2.2   Projected enrollment in the proposed course: It is anticipated that no more than
             one or two students per year will enroll. This estimate is based on the number of
             students in the EBSS program who have shown an interest in completing a
             master's thesis.
    2.3   Relationship of the proposed course to courses now offered by the department:
             The STE presently has the following thesis courses: ELED 599, EXED 599, LME
             599, LTCY 599, and SEC 599. Each of these was developed specifically for
             students to do master's thesis research in a specific field of education for specific
             graduate program requirements. The proposed course will be available for those
             who want to do research in a broader field of education or behavioral sciences.

2.4   Relationship of the proposed course to courses offered in other departments: Many other departments in the university offer thesis courses for their students. Some examples are PSY 599, CNS 599, ECON 599, GEOS 599, PH 599, ENG 599, and HIST 599. Each of these is appropriate for students in the respective graduate programs but not appropriate for students in programs outside these departments.

2.5   Relationship of the proposed course to courses offered in other institutions: Thesis courses are common at universities that require or allow master's students to complete master's theses. Thesis courses are discipline-specific in that students enroll in the thesis course appropriate to the research they undertake.

3.   Discussion of proposed course:

3.1   Course objectives: Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature; formulating research questions; designing and conducting a study; analyzing and discussing research results; and writing research findings following discipline standards.

3.2   Content outline: Not applicable. Students will conduct independent research under the direction of a graduate faculty member and thesis committee.

3.3   Student expectations and requirements:
- Complete thesis project with the approval of at least two committee members and the thesis director.
- Present written thesis product to graduate committee for approval.
- Pass an oral defense of the thesis.

3.4   Tentative texts and course materials: Students will be expected to own or have access to the most current edition of the publication style manual of the American Psychological Association.

4.   Resources:

4.1   Library resources: Existing resources are adequate.

4.2   Computer resources: Existing resources are adequate.

5.   Budget implications:

5.1   Proposed method of staffing: Graduate faculty members in the College of Education and Behavioral Sciences.

5.2   Special equipment needed: None

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Summer, 2012

7.   Dates of prior committee approvals:

School of Teacher Education: 01/20/2012

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Retta E. Poe, retta.poe@wku.edu, 5-4662

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: EDU 600
   1.2 Course title: Maintaining Matriculation
   1.3 Abbreviated course title: Maintaining Matriculation
   1.4 Credit hours and contact hours: 1-6. No credit hours will apply toward program requirements, and no grades will be assigned.
   1.5 Type of course: M
   1.6 Prerequisites: Previous enrollment in EDU 599 and completion of all program requirements except thesis
   1.7 Course catalog listing: Maintaining matriculation

2. **Rationale:**
   2.1 Reason for developing the proposed course: The proposed course is a companion to another proposal, that to create EDU 599 Thesis Research and Writing. In the event that a student has enrolled in all six thesis hours but has not completed and defended the thesis, the proposed maintaining matriculation course will enable the student to be enrolled while completing program requirements.
   2.2 Projected enrollment in the proposed course: Based on present enrollments, it is anticipated that no more than one or two students per year will enroll.
   2.3 Relationship of the proposed course to courses now offered by the department: The STE presently offers Maintaining Matriculation under several prefixes for students in various programs. The proposed course will be available for students who have enrolled in EDU 599 and have not yet completed their master's theses.
   2.4 Relationship of the proposed course to courses offered in other departments: Other departments that offer XXX 599 courses for students to complete master's theses also offer XXX 600 Maintaining Matriculation courses for students to maintain matriculation until thesis requirements have been completed.
   2.5 Relationship of the proposed course to courses offered in other institutions: Maintaining matriculation courses are common at universities that require or allow master's students to complete master's theses and also require students to maintain matriculation until thesis requirements have been met.

3. **Discussion of proposed course:**
   3.1 Course objectives: Students will maintain matriculation while completing degree requirements.
   3.2 Content outline: Not applicable.
   3.3 Student expectations and requirements: Not applicable.

3.4   Tentative texts and course materials: Not applicable.

4.   Resources:
4.1   Library resources: Not applicable.
4.2   Computer resources: Not applicable.

5.   Budget implications:
5.1   Proposed method of staffing: Not applicable.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Summer, 2012

7.   Dates of prior committee approvals:

School of Teacher Education: 01/20/2012

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____