

## **CEBS CURRICULUM COMMITTEE**

**3:00 pm – April 6, 2010**

**Dean's Conference Room**

I. Approval of Minutes of the March 2, 2010 meeting. (These minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II. New Business

From the Department of Educational Administration, Leadership, and Research

1. Revise a Program 121, Planned Sixth Year (Rank I) Education Administration
2. Revise a Program 131, Certification in Education Administration

From the School of Teacher Education

1. Make Multiple Revisions to a Course - LTCY 421, Reading in the Middle School
2. Delete a Course - LTCY 421G, Reading in the Middle School
3. Delete a Course – LTCY 444, Reading in the Middle/Secondary Grades
4. Delete a Course – LTCY 444G, Reading in the Middle/Secondary Grades
5. Create a New Course – IECE 423G, Interdisciplinary Services for Young Children with Low Incidence Disabilities
6. Revise a Program – 144, Interdisciplinary Early Childhood Education (IECE)

III. Other Business

- Report from the Alternate Admission Subcommittee
- Elect UCC representative and alternate for 2010-2011

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Dr. Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-4890

**1. Identification of program:**

- 1.1 Current program reference number: 121
- 1.2 Current program title: Planned Sixth-Year (Rank I) Education Administration
- 1.3 Credit hours: 60 graduate hours, including the hours completed toward the master's degree.

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

Dropping the GRE requirement for admission to the Planned Sixth-Year (Rank I) in Education Administration

**3. Detailed program description:**

Current Program	Proposed Program
<p><u>Admission Requirements:</u></p> <p style="text-align: center;">School Principal All Grades</p> <ul style="list-style-type: none"> <li>1. Application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate.</li> <li>2. A master's degree from an accredited institution;</li> <li><b>3. A qualifying GAP of 2200 (undergraduate GPA times GRE) and 3.5 or higher on the Analytical Writing test college requirement; and</b></li> <li>4. Recommendation for admission by the Educational Administration, Leadership, &amp; Research Admission Committee.</li> </ul> <p style="text-align: center;">Supervisor of Instruction</p> <ul style="list-style-type: none"> <li>1. Has completed three years full-time appropriate teaching experience;</li> <li>2. Has master's degree from an accredited institution;</li> <li>3. Has a 3.2 GPA or above on all graduate work and an acceptable score on either the GRE, MAT, or NTE; and</li> <li>4. Has completed appropriate prerequisite courses.</li> </ul> <p style="text-align: center;">Director of Pupil Personnel</p> <ul style="list-style-type: none"> <li>1. Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>2. Has a master's degree from an accredited</li> </ul>	<p><u>Admission Requirements:</u></p> <p style="text-align: center;">School Principal All Grades</p> <ul style="list-style-type: none"> <li>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate.</li> <li>2. Has a master's degree from an accredited institution;</li> <li>3. Has been recommended for admission by the Educational Administration, Leadership, &amp; Research Admission Committee.</li> </ul> <p style="text-align: center;">Supervisor of Instruction</p> <ul style="list-style-type: none"> <li>1. Has completed three years full-time appropriate teaching experience;</li> <li>2. Has master's degree from an accredited institution;</li> <li><b>3. Has a 3.2 GPA or above on all graduate work;</b></li> <li>4. Has completed appropriate prerequisite courses.</li> </ul> <p style="text-align: center;">Director of Pupil Personnel</p> <ul style="list-style-type: none"> <li>1. Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>2. Has a master's degree from an accredited institution;</li> </ul>

<p>institution;</p> <p>3. Has a 3.2 GPA or above on all graduate work and an acceptable score on the GRE, MAT, or NTE; and</p> <p>4. Has completed the appropriate prerequisite courses.</p>	<p><b>3. Has a 3.2 GPA or above on all graduate work;</b></p> <p>4. Has completed the appropriate prerequisite courses.</p>
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**4. Rationale for the proposed program change:**

The department feels that a GAP score is not needed for admission to the Planned Sixth-Year (Rank I) programs as these students have proven their ability to complete graduate work having successfully completed master’s degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

**5. Proposed term for implementation and special provisions (if applicable):**  
 Fall 2010

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

- Department of Educational Administration,  
 Leadership, and Research \_\_\_\_\_ 3/16/10 \_\_\_\_\_
- CEBS Curriculum Committee \_\_\_\_\_
- Professional Education Council \_\_\_\_\_
- Graduate Council (for information) \_\_\_\_\_
- University Senate (for information) \_\_\_\_\_

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Dr. Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-4890

**1. Identification of program:**

- 1.1 Current program reference number: 131
- 1.2 Current program title: Certification in Education Administration
- 1.3 Credit hours: 15-18

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

Dropping the GRE requirement for admission to Certification Programs in Education Administration

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p><u>Admission Requirements:</u></p> <p style="text-align: center;">School Principal All Grades</p> <ul style="list-style-type: none"> <li>1. Application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate.</li> <li>2. A master’s degree from an accredited institution;</li> <li><b>3. A qualifying GAP of 2200 (undergraduate GPA times GRE) and 3.5 or higher on the Analytical Writing test college requirement; and</b></li> <li>4. Recommendation for admission by the Educational Administration, Leadership, &amp; Research Admission Committee.</li> </ul> <p style="text-align: center;">Supervisor of Instruction</p> <ul style="list-style-type: none"> <li>1. Has completed three years full-time appropriate teaching experience;</li> <li>2. Has master’s degree from an accredited institution;</li> <li>3. Has a 3.2 GPA or above on all graduate work and an acceptable score on either the GRE, MAT, or NTE; and</li> <li>4. Has completed appropriate prerequisite courses.</li> </ul> <p style="text-align: center;">Director of Pupil Personnel</p> <ul style="list-style-type: none"> <li>1. Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>2. Has a master’s degree from an accredited</li> </ul>	<p><u>Admission Requirements:</u></p> <p style="text-align: center;">School Principal All Grades</p> <ul style="list-style-type: none"> <li>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate.</li> <li>2. Has a master’s degree from an accredited institution;</li> <li>3. Has been recommended for admission by the Educational Administration, Leadership, &amp; Research Admission Committee.</li> </ul> <p style="text-align: center;">Supervisor of Instruction</p> <ul style="list-style-type: none"> <li>1. Has completed three years full-time appropriate teaching experience;</li> <li>2. Has master’s degree from an accredited institution;</li> <li><b>3. Has a 3.2 GPA or above on all graduate work;</b></li> <li>4. Has completed appropriate prerequisite courses.</li> </ul> <p style="text-align: center;">Director of Pupil Personnel</p> <ul style="list-style-type: none"> <li>1. Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>2. Has a master’s degree from an accredited</li> </ul>

<p>institution;</p> <ol style="list-style-type: none"> <li>3. Has a 3.2 GPA or above on all graduate work and an acceptable score on the GRE, MAT, or NTE; and</li> <li>4. Has completed the appropriate prerequisite courses.</li> </ol> <p style="text-align: center;">Superintendent</p> <ol style="list-style-type: none"> <li>1. Has completed Level I and II preparation requirements for administrative endorsement as principal or supervisor;</li> <li>2. Has a 3.2 GPA or above on all graduate work;</li> <li>3. <b>Has an acceptable score on the GRE, MAT, or NTE: and</b></li> <li>4. Submits recommendations</li> </ol>	<p>institution;</p> <ol style="list-style-type: none"> <li>3. <b>Has a 3.2 GPA or above on all graduate work;</b></li> <li>4. Has completed the appropriate prerequisite courses.</li> </ol> <p style="text-align: center;">Superintendent</p> <ol style="list-style-type: none"> <li>1. Has completed Level I and II preparation requirements for administrative endorsement as principal or supervisor;</li> <li>2. Has a 3.2 GPA or above on all graduate work;</li> <li>3. Has submitted required recommendations</li> </ol>
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**4. Rationale for the proposed program change:**

The department feels that a GAP score is not needed for admission to certification programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

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

Fall 2010

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

Department of Educational Administration,  
Leadership, and Research

\_\_\_\_\_ 3/16/10 \_\_\_\_\_

CEBS Curriculum Committee

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Professional Education Council

\_\_\_\_\_

Graduate Council (for information)

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University Senate (for information)

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

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: LTCY 421
- 1.2 Course title: Reading in the Middle School
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Reading in the Middle School
- 2.2 Proposed course title: Content Area Reading in the Middle and Secondary Grades
- 2.3 Proposed abbreviated title: Reading Middle/Secondary Grade
- 2.4 Rationale for revision of course title: Previously LTCY 421 and LTCY 444: Reading in the Middle/Secondary Grades have been offered. The two classes share similar objectives and content. To simplify course offerings, LTCY 421 will be the sole offering to address both middle and secondary grades. The revised title is also more specific to the type of reading done in the middle and secondary grades.

**3. Revise course prerequisites/corequisites/special requirements:**

- 3.1 Current prerequisites/corequisites/special requirements: None
- 3.2 Proposed prerequisite: EDU 250 or MGE 275 with a grade of C or higher
- 3.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
The course is designed for students who are education majors and have been exposed to basic theories, principles, and practices of instruction. The prerequisite prevents students from inappropriately enrolling in the course.
- 3.4 Effect on completion of major/minor sequence: None. Education majors are required to take EDU 250.

**4. Revise course catalog listing:**

- 4.1 Current course catalog listing: A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle grade students. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 4.2 Proposed course catalog listing: A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle and secondary grade students. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

4.3 Rationale for revision of course catalog listing: To match the revised course title and be more descriptive of the course content.

**5. Proposed term for implementation:** Spring 2011

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

School of Teacher Education: March 19, 2010

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

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

Undergraduate Curriculum Committee \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: March 19, 2010

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

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix and number: LTCY 421G
- 1.2 Course title: Reading in the Middle School
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** The Literacy Education faculty have decided that it is more appropriate for graduate students to take LTCY 524: Content Area Literacy.

**3. Effect of course deletion on programs or other departments, if known:** None. The course is not required by any program.

**4. Proposed term for implementation:** Spring 2011

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

School of Teacher Education:	<u>March 19, 2010</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: March 19, 2010

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

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix and number: LTCY 444
- 1.2 Course title: Reading in the Middle/Secondary Grades
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Previously LTCY 421 and LTCY 444: Reading in the Middle/Secondary Grades have been offered. The two classes share similar objectives and content. To simplify course offerings, LTCY 421 will be the sole offering to address both middle and secondary grades. The title and course description of LTCY 421 will be revised to be more inclusive.

**3. Effect of course deletion on programs or other departments, if known:** Secondary education programs will have to change the required LTCY 444 to LTCY 421.

**4. Proposed term for implementation:** Spring 2011

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

School of Teacher Education:	<u>March 19, 2010</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: March 19, 2010

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

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix and number: LTCY 444G
- 1.2 Course title: Reading in the Middle/Secondary Grades
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** LTCY 444 will be deleted. Therefore, the G section will be deleted. The Literacy Education faculty have decided that it is more appropriate for graduate students to take LTCY 524: Content Area Literacy.

**3. Effect of course deletion on programs or other departments, if known:** LTCY 524 will automatically replace LTCY 444G as a strategies component course in the middle grades and secondary M.A.E programs.

**4. Proposed term for implementation:** Spring 2011

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

School of Teacher Education:	<u>March 19, 2010</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
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: Vicki D. Stayton e-mail: vicki.stayton@wku.edu Phone: 5-3450

**1. Identification of proposed course**

- 1.1 Course prefix and number: IECE 423G
- 1.2 Course title: Interdisciplinary Services for Young Children with Low Incidence Disabilities
- 1.3 Abbreviated course title: Inter Low Incid Disabilities
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Instructor permission
- 1.7 Course catalog listing:

Characteristics of children birth through five years with low incidence disabilities (e.g. autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation

**2. Rationale**

- 2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education majors and other interested students (e.g., Exceptional Education majors). Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, 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 work with children birth through five years, both with and without disabilities, and their families. The standards address preparation of graduates to work with children with a range of disabilities, including low incidence disabilities.

Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to curriculum and instruction for infants, toddlers, and preschoolers with low incidence or more significant disabilities. The proposed course will focus on such content. In addition, the Kentucky Department of Education, Division for Early Childhood Development, has advocated that all IECE programs at Kentucky universities and colleges have such a course at the undergraduate level. Western's IECE program, along with others in the state, was awarded a mini-grant by the Kentucky Department of Education to develop such a course with the stipulation that it

be offered on an annual basis.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment

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

This course builds upon content presented in earlier IECE courses. The Exceptional Education program offers a course that focuses on instructional models, evaluation procedures, and effective instruction for students with significant disabilities, Curriculum for Moderate and Severe (EXED 535). This course, however, is designed to prepare graduates to work with students in grades P-12 and is based on the Kentucky P-12 Teacher Standards rather than the Kentucky IECE Teacher Standards. The proposed course focuses on working with young children birth through 5 years with low incidence disabilities and implementing a variety of appropriate instructional strategies to meet individual child needs. The Autism Spectrum Disorders Certificate curriculum requires five courses specific to autism (EXED 610, 612, 615, 618, and 619), however, to apply for admission into that program, applicants must have already completed a master's degree or higher. Students in the Moderate and Severe Disabilities in MAE program do take some of the courses in the Autism Spectrum Disorders Certificate curriculum. However, those courses are also designed to prepare graduates to work with students in grades P-12 and are based on the Kentucky P-12 standards rather than the Kentucky IECE Teacher Standards.

2.4 Relationship of the proposed course to courses offered in other departments:

There is no other similar course offered outside the School of Teacher Education. This proposed course will offer experiences unique to preparation in IECE.

2.5 Relationship of the proposed course to courses offered in other institutions:

Both Murray State University and Eastern Kentucky University have similar courses which are being offered in their IECE programs. These courses are SED 526 Education of Young Children with Severe Disabilities and SED 577 Dual Sensory Impairment and Low Incidence Disabilities, respectively.

**3. Discussion of proposed course:**

3.1 Course objectives:

- Explore the role of related services personnel in a transdisciplinary and consultative model.
- Complete functional assessments of critical basic skills of infants and young children with multiple, severe disabilities in natural environments.
- Develop a functional curriculum for infants and young children with multiple, severe disabilities in natural environments.
- Identify and apply teaching strategies for developing basic critical skills including systematic instruction.
- Employ communication skills with families/caregivers/other practitioners regarding the student's needs in inclusive, natural environments.

- Identify strategies to address concerns of parents and families regarding parenting and life planning issues for children with multiple and severe disabilities.
- Demonstrate knowledge of typical and atypical development of young children including motor disabilities, sensory impairments (hearing and vision), sensory integration, communication development, (non-oral), oral motor, and behavior management as it impacts programming and individual children's goals.

### 3.2 Content outline:

- Etiology, characteristics and learning profiles of low incidence disabilities (e.g., autism, sensory impairments)
- Planning and implementing evidence-based instruction: embedding instruction, selecting and adapting curricula, adapting learning environments, selecting and implementing evidence based instructional strategies
- Selecting and implementing continuous assessment (e.g., functional behavioral assessment)
- Role of the transdisciplinary team in service provision: professionals, paraprofessionals, and family members

### 3.3 Student expectations and requirements:

Evaluation will be based on assignments such as the following:

- Written research-based report and presentation on a low incidence disability
- Profile of a child with severe and/or multiple disabilities (field experience assignment)
- Activity-based matrix for an individual child (field experience assignment)
- Group activity-based matrix (field experience assignment)
- Exams

### 3.4 Tentative texts and course materials:

McDonnell, J., Hardman, M., & McDonnell, A. (2005). *Introduction to persons with moderate and severe disabilities: Educational and social issues*. Columbus, OH: Merrill.

## 4. Resources

### 4.1 Library resources:

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

### 4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

## 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 supplies needed:  
None

6. **Proposed term for implementation:** Fall 2010

**Dates of prior committee approvals:**

School of Teacher Education 3/19/10

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

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

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

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

**Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)**



- Densmore, A. E. (2007). *Helping children with autism become more social: 76 ways to use narrative play*. Westport, CT: Praeger.
- Easterbrooks, S. R., & Baker, S.K. (2002). *Learning in children who are deaf and hard of hearing: Multiple pathways*. Boston, MA: Allyn & Bacon.
- Goldstein, S., Naglieri, J.A., Ozonoff, S. (2009). *Assessment of autism spectrum disorders*. New York: Guilford Press.
- Hersh, M.A., & Johnson, M.A. (Eds.). (2003). *Assistive technology for the hearing-impaired, deaf and deafblind*. London; New York: Springer.
- Holbrook, M. C. (Ed.). (2006). *Children with visual impairments: A parent's guide*. Bethesda, MD: Woodbine House.
- Isbell, C., & Isbell, R. (2007). *Sensory integration: A guide for preschool teachers*. Beltsville, MD: Gryphon House.
- Kirk, S. A. (2006). *Educating exceptional children*. Boston, MA: Houghton Mifflin.
- Koegel, R. L. (2006). *Pivotal response treatments for autism: communication, social and academic development*. Baltimore, MD: Paul H. Brookes Publishing.
- Kranowitz, C.S. (2005). *The out-of-sync child: Recognizing and coping with sensory processing disorder*. New York: Skylight Press/Perigee.
- Luby, J. L. (2006). *Handbook of preschool mental health: Development, disorders and treatment*. New York: Guildford Press.
- MacDonald, J. D. (2004). *Communication partners: 30 years of building responsive relationships with late talking children including autism, Asperger's syndrome(ASD), Down syndrome and typical development: Developmental guides for parents and professionals*. London; Philadelphia: Jessica Kingsley Publishing.
- Mahshie, J. (2005). *Enhancing communication skills of deaf and hard of hearing children in the mainstream*. Clifton Park, NY: Thomson Delmar Learning.
- Martin, S. (2006). *Teaching motor skills to children with cerebral palsy and similar movement disorders: A guide for parents and professionals*. Bethesda, MD: Woodbine House.
- Matson, J.L. (2008). *Clinical assessment and intervention for autism spectrum disorders*. Amsterdam; Boston: Elsevier Academic Press.
- Orelove, F.P., Sobsey, D., & Silberman, R.K. (2004). *Educating children with multiple disabilities: A collaborative approach*. Baltimore, MD: Paul H. Brookes Publishing.
- Pierangelo, R., & Giuliani, G. (2007). *EDM: The educator's diagnostic manual of disabilities and disorders*. San Francisco, CA: Jossey Bass.
- Roberts, J.E., Chapman, R. S., & Warren, S. F. (2008). *Speech and language development and intervention in Down Syndrome and Fragile X*. Baltimore, MD: Paul H. Brookes Publishing.
- Schirmer, B. R. (2000). *Language and literacy development in children who are deaf*. Boston, MA: Allyn & Bacon.
- Tye-Murray, N. (2009). *Foundations of aural rehabilitation: Children, adults and their family members*. Clifton Park, NY: Delmar Cengage Learning.
- Volkmar, F.R. (2005). *Handbook of autism and pervasive developmental disorder*. Hoboken, NJ: John Wiley & Sons.
- Waldman, D., & Roush, J. (2010). *Your child's hearing loss: A guide for parents*. San Diego, CA: Plural Publishing.

## **II. Key journal titles needed/recommended:**

*American Journal on Intellectual and Developmental Disabilities*

*Child Development*

*Exceptional Children*

*Infants and Young Children*

*Intellectual and Developmental Disabilities (formerly: Mental Retardation)*

*International Journal of Early Childhood Special Education*

*Journal of Early Intervention*

*Journal of Special Education*

*The Association for Persons with Severe Handicaps (TASH) Connections*

*Teaching Exceptional Children*

*Topics in Early Childhood Special Education*

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

Contact Person: Vicki D. Stayton 745-3450, Vicki.stayton@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: 144
- 1.2 Current program title: Interdisciplinary Early Childhood Education (IECE)
- 1.3 Credit hours: 36

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

- Create concentrations within the IECE MAE program (see attached table) according to the qualifications and certifications that the students possess (i.e., Initial Certification and Advanced Certification Concentrations). This process will result in modifications of program requirements to meet the needs of the students depending on the qualifications of the candidates.
- Create admission requirements for the IECE MAE Advanced Certification Concentration to be consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.
- Eliminate the requirement that students must be admitted to the IECE program before beginning coursework in the program sequence.
- Allow for advisor approved electives for CD 481G, CD 486G, and CFS 577.
- Replace the oral comprehensive exam with a portfolio to be developed and presented during enrollment in IECE 524 Internship in IECE as the culminating experience of the Initial Certification Concentration.
- Replace the oral comprehensive exam with an action research project as the culminating experience for the Advanced Certification Concentration.

**3. Detailed program description:**

See attached table for comparison of current and proposed program.

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

Through program assessment, including feedback from regional stakeholders and program graduates, the Interdisciplinary Early Childhood Education (IECE) faculty has recognized the need to modify the IECE MAE program to create two concentrations and to adapt other program requirements to meet the diverse needs of students in each concentration.

- The current IECE MAE program leads to initial certification in IECE. The proposed Initial Certification Concentration will continue to provide a program of study for individuals who have an undergraduate degree in another major and want to obtain a master's degree in IECE and be eligible to be recommended for IECE certification. This concentration is designed to help alleviate the shortage for qualified early childhood educators in the Commonwealth and to provide students without prior IECE certification the knowledge and skills to work with children birth through five and their families.

When the IECE MAE program was developed, WKU did not have a BS program in IECE. WKU and other state universities now have BS programs in IECE. Thus, the need now exists for an advanced

program of study in IECE. The Advanced Certification Concentration will allow students with IECE certification the opportunity to tailor their programs based upon career goals and certification needs.

- A modification of admission requirements for the Advanced Certification Concentration is proposed so that the IECE requirements are consistent with those in other advanced certification programs in the School of Teacher Education.
- The current program requires that students “must be officially admitted to the IECE program before beginning the program sequence”. The introductory IECE graduate course, IECE 520 Organizing Programs in IECE, is only offered in the fall semester. Applicants often want to begin coursework in spring or summer terms prior to admission for the fall semester. Eliminating this requirement will allow applicants to enroll in course work that does not require IECE 520 as a prerequisite with advisor approval prior to being admitted to the graduate program.
- Allowing for advisor approved electives to substitute for CD 481G, CD 486G, and CFS 577 will provide more flexibility for students as these courses are only offered one semester per year. Also, some students seeking advanced certification may have taken CD 481 and CD 486 as undergraduates, so there is a need to identify appropriate substitutions for these students.
- The current program completion requirement is an oral comprehensive exam. The oral exam has been required for two primary purposes: (1) to allow students to synthesize and discuss theory and research in an applied manner and (2) to present this information in a professional context. A modification of this requirement is proposed for the Initial Certification Concentration. As part of the capstone experience for the proposed Initial Certification Concentration, IECE 524 Internship in IECE, students will develop and present a culminating portfolio. The development and presentation of the culminating portfolio will achieve the same goals as the oral comprehensive exam.
- A modification of the program completion requirement is also proposed for the Advanced Certification Concentration. Students will successfully complete TCHL 560 Action Research for Teacher Leaders and present research results in a venue approved by their advisor. This modification will facilitate alignment with other advanced certification programs in the School of Teacher Education.

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

Fall 2010

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

School of Teacher Education	__ 3/19/10 __
CEBS Curriculum Committee	__ _____
Professional Education Council	__ _____
Graduate Council	__ _____
University Senate	_____

**Attachment: Program Inventory Form**

<b>Current Program</b> <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. #144</i>	<b>Proposed Program</b> <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. # 144</i>
<p>Total Hours: 36</p> <p>The program is designed to prepare early childhood educators to work with children, both with and without special needs, ages birth through kindergarten and their families. Program graduates are eligible to apply for certification in interdisciplinary early childhood education (IECE), birth to primary (B-P). This certification qualifies individuals 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.</p> <p>In addition to meeting the graduate studies admission requirements, applicants must complete the IECE application process through the Department of Special Instructional Programs. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. <b>Applicants must be officially admitted to the IECE program before beginning the program sequence.</b> Students must also have had EXED 330 or EXED 516 or equivalent prior to entering the master’s program or complete one of them as a program deficiency.</p> <p>The performance-based program of study requires 36 semester hours of course work and 240 clock hours completed as part of ongoing course work. The culminating experience of the program is a summer internship. <b>During the final semester of course work, the candidate must also pass an oral comprehensive exam.</b></p> <p>Program requirements:  <i>Professional education—9 hours</i>            IECE 523 Planning Curriculum and Instruction in Interdisciplinary                Early Childhood Education            EXED 523 Curriculum/Methods in Early Childhood Special                Education  <b>CD 486G Language Disorders</b></p> <p><i>Specialization courses—12 hours</i>  <b>CD 481G Speech &amp; Language Development (3 hours)</b></p>	<p>Total Hours: 36</p> <p>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. 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.</p> <p><b>The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:</b></p> <ul style="list-style-type: none"> <li>• <b>Initial Certification in IECE</b></li> <li>• <b>Advanced Certification for those with prior certification in IECE</b></li> </ul> <p><b>Within each concentration, the student is 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.</b></p> <p>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.</p> <p><b>ADMISSION TO PROGRAM</b></p> <p>Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must then meet the requirements for admission into the MAE programs in IECE and the College of Education and Behavioral Sciences.</p>

IECE 521 Assessment in IECE (3 hours)  
IECE 522 Family-Centered Services (3 hours)  
IECE 524 Internship in IECE (3 hours)

*Research foundation -3 hours*

EDFN 500 Research Methods (3 hours)

*Content area courses—12 hours*

**CFS 577 Seminar in Child Development Research (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)

*Prerequisites:* EXED 330 or EXED 516 or equivalent course

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 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:**

- **Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility\*.**
- **Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous coursework (undergraduate and graduate) must submit either a current, valid teaching certificate or Statement of Eligibility\* and a teacher work sample or KTIP portfolio for admission credentials review.**
- **Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (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 and submit either a current, valid teaching certificate or Statement of Eligibility\*.**

**\*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**

## **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 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 for Teacher Leaders (course grade of C or higher) and present research results in a venue approved by their advisor.**

## **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 for Teacher Leaders (3 hours)**

Total Hours - 18

### **Initial Certification Concentration**

**The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or who are not certified 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 and 18 semester hours of specialization coursework. Upon completion of the program and achieving a passing

	<p>score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.</p> <p><b>Specific Course Requirements – 18 Hours + 18 Hours of Core Courses</b></p> <ul style="list-style-type: none"> <li>• CD 481G Speech &amp; Language Development <b>or advisor approved elective (3 hours)</b></li> <li>• EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)</li> <li>• IECE 521 Assessment in IECE (3 hours)</li> <li>• IECE 522 Family-Centered Services (3 hours)</li> <li>• IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)</li> <li>• IECE 524 Internship in IECE (3 hours)</li> </ul> <p>Total with Core Courses – 36 hours</p> <p><b>Advanced Certification Concentration</b></p> <p><b>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.</b></p> <p><b>Specific Course Requirements – 18 Hours + 18 Hours of Core Courses</b></p> <p><b>TCHL 500 Foundations of Teacher Leadership (3 hours)</b>  <b>IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours)</b>  <b>Advisor approved electives (12 hours)</b></p> <p><b>Total with Core Courses – 36 hours</b></p>
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<p><b>Current Program</b>  <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. #144</i></p>	<p><b>Proposed Program</b>  <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. # 144</i></p>
<p>Total Hours: 36</p> <p>The program is designed to prepare early childhood educators to work with children, both with and without special needs, ages birth through kindergarten and their families. Program graduates are eligible to apply for certification in interdisciplinary early childhood education (IECE), birth to primary (B-P). This certification qualifies individuals 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</p>	<p>Total Hours: 36</p> <p>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. 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,</p>

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 to meeting the graduate studies admission requirements, applicants must complete the IECE application process through the Department of Special Instructional Programs. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. **Applicants must be officially admitted to the IECE program before beginning the program sequence.** Students must also have had EXED 330 or EXED 516 or equivalent prior to entering the master's program or complete one of them as a program deficiency.

The performance-based program of study requires 36 semester hours of course work and 240 clock hours completed as part of ongoing course work. The culminating experience of the program is a summer internship. **During the final semester of course work, the candidate must also pass an oral comprehensive exam.**

Program requirements:

*Professional education—9 hours*

IECE 523 Planning Curriculum and Instruction in Interdisciplinary

Early Childhood Education

EXED 523 Curriculum/Methods in Early Childhood Special

Education

**CD 486G Language Disorders**

*Specialization courses—12 hours*

**CD 481G Speech & Language Development (3 hours)**

IECE 521 Assessment in IECE (3 hours)

IECE 522 Family-Centered Services (3 hours)

IECE 524 Internship in IECE (3 hours)

*Research foundation -3 hours*

EDFN 500 Research Methods (3 hours)

*Content area courses—12 hours*

**CFS 577 Seminar in Child Development Research (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)

*Prerequisites:* EXED 330 or EXED 516 or equivalent course

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, the student is 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.**

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.

#### **ADMISSION TO PROGRAM**

Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must then meet the requirements for admission into the MAE programs in IECE and the College of Education and Behavioral Sciences.

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 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:**

- Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility\*.
- Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous coursework (undergraduate and graduate) must submit either a current, valid teaching certificate or Statement of Eligibility\* and a teacher work sample or KTIP portfolio for admission credentials review.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (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 and submit either a current, valid teaching certificate or Statement of Eligibility\*.

\*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

**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 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 for Teacher Leaders (course grade of C or higher) and present research results in a venue approved by their advisor.**

**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 for Teacher Leaders (3 hours)**

Total Hours - 18

**Initial Certification Concentration**

**The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or who are not certified 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 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)

	<ul style="list-style-type: none"> <li>• IECE 524 Internship in IECE (3 hours)</li> </ul> <p>Total with Core Courses – 36 hours</p> <p><b>Advanced Certification Concentration</b></p> <p><b>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.</b></p> <p><i>Specific Course Requirements – 18 Hours + 18 Hours of Core Courses</i></p> <p><b>TCHL 500 Foundations of Teacher Leadership (3 hours)</b>  <b>IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours)</b>  <b>Advisor approved electives (12 hours)</b></p> <p><b>Total with Core Courses – 36 hours</b></p>
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MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE:03/23/10

SUBJECT: Report from the Alternate Admission Subcommittee

Within the last month members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee conducted an individual review of an application for alternate admission to the certification-only program in Educational Leadership, School Principal (Level 1). The Committee agreed unanimously to recommend L.I. for admission to this program.

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

