

CEBS CURRICULUM COMMITTEE
3:00 pm – May 4, 2010
Dean's Conference Room

I. Approval of Minutes of the April 6, 2010 meeting. (These minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II. Old Business

Select a member and an alternate member for the UCC for 2010/2011.

III. New Business

From the Department of Counseling and Student Affairs

1. Create a New Course, CNS 665, Advanced Career Counseling and Services Administration
2. Create a New Certificate Program, Certificate in Career Counseling

From the School of Teacher Education

1. Create a Temporary Course – ELED 571, Leadership, Math and Technology Education
2. Create a New Course – TCHL 520, Foundations of Action Research for Teacher Leaders
3. Make Multiple Revisions to a Course – TCHL 560, Action Research for Teachers
4. Revise a Program – 065, Master of Arts in Education Elementary Education
5. Revise a Program – 091, Non Degree Planned Fifth Year/Rank II in Elementary Education
6. Revise a Program – 139, Master of Arts in Education: Middle Grades Education
7. Revise a Program – 154, Non-degree Planned Fifth-Year/Rank II Middle Grades Education
8. Revise a Program – 103, Master of Arts in Education: Secondary Education
9. Revise a Program – 125, Non-degree Planned Fifth-Year/Rank II Secondary
10. Revise a Program – 0424, MAE in Exceptional Education: Learning and Behavior Disorders (LBD) (advanced certification)
11. Revise a Program – 0425, MAE in Exceptional Education: Moderate and Severe Disabilities (MSD) (advanced certification)
12. Revise a Program – 144, Interdisciplinary Early Childhood Education (IECE)
13. Revise a Program – 0426, Planned Sixth-Year (Rank I) Director of Special Education
14. Revise a Program – 132-Level 1 KDS 1-Level 2 KDS 2 – Certification in Director of Special Education
15. Revise an Academic Policy – (Request to increase the waiver granted to majors in Middle Grades Education (#579) in the requirement that the major include at least one-half upper division hours.
16. Revise a Program – The proposed policy addition will apply to all undergraduate programs leading to initial certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.

IV. Other Business

Proposal Date: April 14, 2010

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4849

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:** CNS 665
- 1.2 Course title:** Advanced Career Counseling and Services Administration
- 1.3 Abbreviated course title:** Advanced Career Counseling
- 1.4 Credit hours and contact hours:** 3
- 1.5 Type of course:** S (Seminar)
- 1.6 Prerequisite:** CNS 556
- 1.7 Course catalog listing:** Examines advanced career counseling topics, process, and procedure in the context of the design and delivery of career counseling services to individuals across their lifespan. Focuses on increasing student understanding of counseling techniques, programming, administration, systems and resources for the provision of student/client career service.

2. Rationale:

- 2.1 Reason for developing the proposed course:** As career and vocational concerns form at least a partial basis for numerous choices made and issues expressed by students at the college level and by individuals throughout life, a significant number of graduate students within the student affairs masters program have expressed a desire for additional training in the area of career counseling and career program management. Data indicate that career decision-making self-efficacy significantly influences students' intent to persist in higher education (Sandler, 2000). Thus, supporting students in making academic and career decisions can have a direct impact on college degree completion, retention and success, factors that remain consistent components of WKU's vision and the recently updated strategic plan which states, "...better retention of current students and degree completion are key variables as we measure academic quality at WKU." Participants in this course will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Additional rationale for the development of this course is based upon the Department of Labor, Bureau of Labor's projection that between 2008 and 2018 employment for educational, vocational, and school counselors will grow by 14 percent, which is faster than the average for all occupations (<http://www.bls.gov/OCO/ocos067.htm>). Concurrently, changes in standards for professional counseling practice; the variety of settings in which

counseling takes place; the need for increased understanding of both global employment and economic trends, as well as a multicultural client base; and the growing complexity of ethical, legal and professional issues surrounding counseling in a global and electronic context, require an increased skill set, depth of knowledge, and ability to analyze, assess and address current and future career counseling program administration needs.

2.2 Projected enrollment in the proposed course: Based on interest expressed by current Student Affairs Program students, the limited availability of such programs nationwide, and the professional contacts of the current director of the WKU Career Services Center, beginning enrollments are projected to be 10 per semester, increasing over time.

2.3 Relationship of the proposed course to courses now offered by the department: This course would complement the courses designed to provide the theoretical foundation and parameters of professional career counseling practice for student affairs professionals at the postsecondary or adult education level. CNS 577 Counseling Concepts and Applications for Student Affairs Profession examines basic counseling concepts and applications essential for effective student affairs practice. This course is related to the proposed course in that it provides an introduction and framework for working with students in a variety of student affairs related settings. CNS 556 Developmental Career Counseling introduces the career counseling process across the lifespan from early childhood through older adulthood, and forms the foundation for continued in-depth research, study and practice of career counseling, career center programming, and career center development and management that will be covered within the proposed course. Additionally, the proposed course would complement counseling courses designed to meet public school counselor certification requirements such as CNS 550, Introduction to Counseling; CNS 551, Classroom Guidance; CNS 552, Testing and Assessment in Counseling; CNS 554, Group Counseling; CNS 558, Counseling Theories; CNS 559, Counseling Techniques; and CNS 660, Administration of Counseling Services. These courses are related to the proposed course in that they provide theoretical foundation and parameters of professional guidance and counseling practice within the public school system, which remains the primary conduit to postsecondary education and a beginning focus for practice of student affairs professionals in higher education. The proposed course also complements CNS 563, Counseling Adults, as the need to address career and employment issues continues across the adult work lifespan.

2.4 Relationship of the proposed course to courses offered in other departments: The proposed course is specific to the provision of career counseling services by student affairs professionals to individuals engaged in postsecondary or adult education. Courses within other departments may emphasize program planning and evaluation, as well as clinical and diagnostic training as integral parts of the total program of public school pupil services, adult education programming and organizational management, but do not address individual career development specifically, as in the case of ADED 530, Program Development for Adults; PSY 422G, Adolescent Psychology; PSY 423G Psychology of Adult Life and Aging;

PSY 514, Program Evaluation; PSY 522, Advanced Adolescent Psychology; PSY 570, Job Analysis and Compensation; and PSY 571 Personnel Psychology.

2.5 Relationship of the proposed course to courses offered in other institutions: In an examination of courses offered by WKU benchmark institutions and schools within the state, only 19%, or 4 of 21, offered more than one graduate career counseling course. Of those institutions offering more than one graduate career course, 95% of courses were offered within the Psychology department and were based on a “medical” model of counseling psychology theory and intervention, (e.g. Ball State University offers CPSY 610 Career Theories and Realities, CPSY 614 Career Counseling, Assessment, and Interventions within their Department of Counseling Psychology, and University of Louisville which lists ECPY 670 Career Counseling and ECPY 671 Psychology of Career Development). The remaining schools offering more than one graduate career counseling course did so within the Counseling or Social Sciences department (Indiana State: COUN 635 Career Development, and COUNS 835 Seminar in Career Development; Cal State-Chico: SOSC 510 Tests and Measurements for Career Guidance, SOSC 511 Principles and Techniques of Career Guidance, SOSC 560 Career/Life Planning Seminar, and SOSC 660 Supervised Teaching of Career Guidance and Development). In the majority of the schools surveyed, graduate level career courses were provided as components of the public school counselor education training program. The proposed course differs from these courses in that the focus will be based on the wellness and helping relationship counseling model practiced within most student affairs areas, and will also include information relevant for career center administration within adult and higher education. None of the benchmark or state institutions surveyed currently offer credentialing or a certification in career counseling.

3. Discussion of proposed course:

3.1 Course objectives:

- Students will apply career development theories and decision-making models
- Students will demonstrate appropriate counseling methods and skills across multicultural and diverse populations
- Students will demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support career counseling
- Students will research, recommend, administer and interpret commonly used career assessments
- Students will demonstrate understanding and use of computers and the Internet in support of career counseling
- Students will practice the design, delivery and evaluation of career related programming based on career development theory and the needs of diverse populations
- Students will develop understanding of career programming administration, including budget and human resource management, procedure and policy

development, collaborative relationship building, ethical and legal guidelines, and professional advocacy

3.2 **Content outline:**

Career Development Intervention Practice

- Applying Basic Theories of Career Development
- Understanding and Applying Emerging Theories of Career Development
- Career Development and Diverse Populations
- Career Counseling Strategies and Techniques for the 21st Century
- Career Development Advocacy and Ethical Issues

Design and Delivery of Career Planning and Development Services

- Strategic Planning, Mission and Goal Development
- Identifying and Evaluating Resources/Systems for Service Delivery
- Design/Implementation of Career Planning and Development Programs Based on Accessibility, Availability, and Adaptability
- Online vs In-Person Career Counseling Strategies and Models
- Ongoing Program Evaluation and Modification

Budget Planning and Development

- Budget Development and Justification
- Fund Raising / Grant Writing
- Collaborative Partnerships for Maximizing Resources

Personnel Management

- Staffing Patterns/Strategies
- Dynamic Leadership
- Performance Appraisal
- Professional Development and Advocacy

Integrating Career Planning and Development

- Politics and Positioning: Working Across Divisional, Departmental and Administrative Boundaries
- Results Oriented Programming
- Collecting and Using Data for Marketing and Program Improvement
- Innovative Outreach, Advertising, Programming and Promotion

Systems and Records Management

- Data Collection and Storage
- Confidentiality and Security of Data/Records
- In-house vs. Outsourced Records Management/Service Delivery Systems

3.3 **Student expectations and requirements:** This proposed course will include the exchange of ideas, the practice and development of career counseling skills, experiential activities related to career center administration and operation, and will involve group work, peer feedback, reading, writing, reflection and problem-solving. Students will be graded on assignments, projects, course contribution and participation, class presentations and client interaction.

3.4 **Tentative texts and course materials:**

Niles, S. G. (2002). *Adult career development: concepts, issues, and practices* (3rd Ed.). Broken Arrow, OK: National Career Development Association.

Niles, S. G. & J. G. Harris-Bowlesby (2009). *Career development interventions in the 21st century* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.

Sampson, J. P. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.

Schutt, D. A. (Ed.). (2007). *How to plan and develop a career center* (2nd Ed.). New York, NY: Ferguson Publishing.

4. Resources:

4.1 Library resources: Library resources are adequate and WKU Libraries will make every effort to purchase materials needed to support this course.

4.2 Computer resources: With access to computer resources and programs provided by the WKU Career Services Center, resources are sufficient to support this course.

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: _____

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 04/14/2010

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

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4849

- 1. Identification of program:**
 - 1.1 Program title:** Certificate in Career Counseling
 - 1.2 Required hours in program:** 15 hours
 - 1.3 Special information:** Requirements for admission to the program include completion of a baccalaureate degree and adequate preparation in the area of study.
 - 1.4 Catalog description:** This graduate certificate program is designed to give career counselors, educators, and other helping professionals the advanced knowledge and skills they need in order to better serve students and clients within the context of an employment landscape that is volatile and ever changing.

- 2. Objectives of the proposed certificate program:** Upon completion of this certificate program, students should demonstrate:
 - A comprehensive understanding of the changing nature of work in light of changing political, social, cultural, technological, and economic conditions, and the ability to use that understanding to better help students and clients prepare for the work-related realities precipitated by those changes.
 - A comprehensive understanding of, and ability to use, the resources available for career, vocational, educational, and occupational counseling, including labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).
 - An understanding of, and ability to implement, career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance and programs to support successful career and employment transitioning.
 - An understanding of the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development, and the ability to apply this information in working with students and clients.
 - A comprehensive understanding of career exploration and planning, educational planning, and the process of transitioning to and across the workplace, as well as, follow-up and evaluation of activities related to career transitions and lifelong learning.

- 3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:** As career and vocational concerns form at least a partial basis for numerous choices made and issues expressed by students at the college level and by individuals throughout life, a significant number of graduate students within the student affairs masters program have expressed a desire for additional training in the area of career counseling and career program management. Data indicate that career decision-making self-efficacy significantly influences students' intent to persist in higher education (Sandler, 2000). Thus, supporting students in making academic and career decisions can have a direct impact on college degree completion, retention, and success, factors that remain consistent components of WKU's vision and the recently updated strategic plan, which states, "...better retention of current students and degree completion are key variables as we measure academic quality at WKU." Students who complete this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate choice of academic major and career, which may lead to higher retention of current students and successful transition to the workforce. Additional rationale for the development of this certificate program is based upon the Department of Labor, Bureau of Labor Statistics's projection that between 2008 and 2018 employment for educational, vocational, and school counselors will grow by 14 percent, which is faster than the average for all occupations (<http://www.bls.gov/OCO/ocos067.htm>). Concurrently, changes in standards for professional counseling practice; the variety of settings in which counseling takes place; the need for increased understanding of both global employment and economic trends, as well as a multicultural client base; and the growing complexity of ethical, legal and professional issues surrounding counseling in a global and electronic context, require an increased skill set, depth of knowledge, and ability to analyze, assess and address current and future career counseling program administration needs.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:** This certificate program will complement the master's degree programs in student affairs, school counseling, and mental health counseling. The certificate could be completed prior to admission to a master's degree program, concurrently with a master's degree program, or after completion of the master's degree program.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:** There is no direct relationship as all the coursework is offered through the sponsoring department. Graduate students from other departments or institutions would be eligible to work toward completion of this certificate program. There are no comparable certificate programs at WKU.
- 3.4 Projected enrollment in the proposed certificate program:** Based on similar experiences with the other two graduate certificate programs offered through the department, enrollments are projected to be 10-20 students per year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** None of the benchmark or state institutions surveyed currently offer credentialing or a certification in career counseling. The University of South Florida offers a 13-14 graduate credit

hour Career Counseling Graduate Certificate. New York University's School of Continuing and Professional Studies offers a 15 graduate credit hour Certificate in Career Planning and Development. Finally, RMIT University in Melbourne, Australia, offers a 1-year Graduate Certificate in Career Education and Development.

- 3.6 Relationship of the proposed certificate program to the university mission and objectives:** According to our mission statement, "Western Kentucky University prepares students to be productive, engaged leaders in a global society. It provides service and lifelong learning opportunities for its constituents." This certificate directly relates to this mission in that it will help prepare our graduates to better assist our students in becoming productive (and employed) members of the global community.

4. Curriculum:

Required Courses (9 hours):

- CNS 556 Developmental Career Counseling (3 hours)
- CNS 665 Advanced Career Counseling and Services Administration (3 hours)
- CNS 595 Internship (in Career Counseling) (3 hours)

Restricted Electives (6 hours):

Two courses selected from the following:

- CNS 572 The College Student Experience (3 hours)
- CNS 574 Student Development in Higher Education (3 hours)
- CNS 577 Counseling Concepts and Applications for Student Affairs Professionals (3 hours)
- CNS 552 Testing and Assessment in Counseling (3 hours)
- CNS 559 Counseling Techniques (3 hours)
- CNS 576 Technology in Student Affairs (3 hours)

Total hours required: 15

5. Budget implications:

- 5.1 Proposed method of staffing:** Existing faculty
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: _____

CEBS Curriculum Committee:

Graduate Council:

University Senate:

Attachment: Program Inventory Form

Proposal Date: April 2010

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ELED 571
- 1.2 Course title: Leadership, Math and Technology Education
- 1.3 Abbreviated course title: Leadership, Math & Tech Ed
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Focuses on increasing elementary teachers' knowledge of mathematics and technology pedagogy, leadership specific to math and technology initiatives in the school, and current research on technology and mathematics pedagogy in education.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this first course in the fall 2010. This course will be part of a three-course sequence.
- 2.2 Relationship of the proposed course to courses offered in other academic units: WKU offers the following courses which have some overlap in content: MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra; LEAD 500 Effective Leadership Studies provides a focus on general leadership perspectives; AMS courses offered at the graduate level lead to a Master of Science in technology management and focuses on business and industrial applications; in the computer science courses the focus is on computer programming and engineering. However, ELED 571 focuses more broadly on research and readings specific to mathematics, technology, and leadership pedagogy in the elementary school. The above listed courses go beyond the scope of the proposed ELED 571 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of business, engineering, computer programming). Additionally, ELED 571 has requirements not included in any of the courses listed above related to field experiences, development of curriculum specific to mathematics and technology integration at the elementary school level.

3. Description of proposed course

3.1 Course content outline

- Knowledge of mathematics and pedagogy
 - Current research in math pedagogy
 - Common Core Standards
- Knowledge of technology and pedagogy
 - Current research in technology pedagogy
 - Standards: NETS-S
- Leadership development in math and technology initiatives and school culture
 - Current research in leadership and change process
 - Leadership qualities
 - Leadership in Math – Elementary Math Specialist Standards
 - Leadership in Technology – NETS-T, NETS-Leaders, and LoTi
 - Program evaluation for math, technology, and culture at your school
 - How are parents involved?
 - How are administrators involved?
 - What are appropriate roles?
 - How are you a leader in your school in math or technology? What are you selling? How do you get colleagues to buy in?

3.2 Tentative text(s)

Johnson, A. V. (2010). Teaching mathematics to culturally and linguistically diverse learners. Boston: Allyn & Bacon.

Razik, T. A., and Swanson, A. D. (2010). Fundamental concepts of educational leadership and management. 3rd ed. Boston: Allyn & Bacon.

Picciano, A. G. (2011). Educational leadership and planning for technology, 5th ed. Boston: Allyn & Bacon.

Tucker, B. F., Singleton, A. H., and Weaver, T. L. (2006). Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners. 2nd ed. Princeton, NC: Merrill.

4. Second offering of a temporary course (if applicable)

4.1 Reason for offering this course a second time on a temporary basis:

4.2 Term course was first offered:

4.3 Enrollment in first offering:

5. Term of Implementation: Fall 2010

6. Dates of review/approvals:

School of Teacher Education:

April 9, 2010

CEBS Curriculum Committee

CEBS Dean

Graduate College

Provost:

Attachment: Course Inventory Form

**College of Education & Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Create a New Course
(Action Item)**

Contact Person: Kay Gandy, kay.gandy@wku.edu, 745-2991

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 520
- 1.2 Course title: Foundations of Action Research for Teacher Leaders
- 1.3 Abbreviated course title: Foundations Action Research
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Completion of Teacher Leader professional education core courses except TCHL 560
- 1.7 Course catalog listing:
Fundamental principles of action research as it is applied to educational settings.

2. Rationale:

- 2.1 Reason for developing the proposed course:

At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and Planned Fifth year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly-designed courses based on input from teachers and administrators in the WKU service area. Part of the requirements of the program are that students plan and implement an action research project. Many of the students in the Planned Fifth Year (non-degree) and MAE programs in Elementary, Middle Grades and Secondary Education have had no training in how to conduct action research. Teacher leaders must have skills in reading professional literature related to classroom practices, critiquing that literature, developing research questions, and articulating the findings of action research. These skills are not taught in undergraduate teacher preparation programs, and they are a necessary foundation for successfully completing the required capstone project that will come at the end of the MAE and Planned Fifth-Year programs. Several programs in the School of Teacher Education currently require six hours of action research related specifically to their discipline (e.g., Literacy and Exception Education). The revised MAE program would require only three hours without this course. Thus a gap exists in this area which would affect student success in TCHL 560 and the development of an exemplary capstone project.

2.2 Projected enrollment in the proposed course: All students pursuing advanced teacher certification, as well as, those pursuing certification in specialty areas (e.g., educational administration) will be eligible to take this course. Students in the MAE program for Elementary Education will be required to take the course. Based on current enrollment in the Planned Fifth Year (non-degree) and MAE programs in Elementary, Middle Grades and Secondary Education, it is estimated that 20 students per semester will enroll in the proposed course.

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

This course in the Planned Fifth Year (non-degree) and MAE programs in Elementary, Middle Grades and Secondary Education program will prepare students to be successful in TCHL 560, the capstone action research project at the end of the program. The proposed course will introduce students to the research process. Students will take the proposed course relatively early in the revised master's programs. This will help students both to acquire/improve skills in reading research findings and to develop tentative plans to conduct an action research project.

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

There are research related courses available in programs focused on pure research, statistical analysis, and applied research. Some examples of other research courses are:

- EDAD 697 Research in Administration and Supervision
- EDFN 601 Applied Statistical Techniques and Research
- EDFN 501 Educational Statistics Designs in Education
- EDFN 548 Research in Curriculum and Instruction
- PSY 512 Experimental Design
- EXED 534 Seminar: Research in Exceptional Child Education
- NURS 512 Research Application
- SOCL 513 Quantitative Research Methods
- SOCL 510 Qualitative Research Methods

None of these courses relate specifically to Teacher Leadership, and none addresses foundational skills in action research.

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

There are comparable action research courses available at the master's level at several universities in the United States. The University of Kentucky has an EDL 669 course focusing on action research with data-driven solutions for the improvement of practice in school settings. The University of Louisville has an EDSP 687 Practicum/Action Research course. George Mason University also has an EDCI 626 action research course.

3. Discussion of proposed course:

- 3.1 Course objectives: At the conclusion of the course, students will:
- Understand what action research is and the purposes it serves in improving instruction
 - Be able to design an action research project that could be implemented in the classroom settings where they work
 - Be familiar with professional literature on a topic that they would like to research
 - Have skills in evaluating and critiquing action research findings
 - Have skills in developing appropriate research questions
- 3.2 Content outline:
This course content includes current views regarding action research, implications for K-12 instruction, evaluation of current action research done by others, analysis and evaluation of action research, communication skills to articulate research findings in a scholarly manner, and use of action research for educational practitioners.
- 3.3 Student expectations and requirements:
Students will be expected to complete assigned readings on the research process and how research affects classroom instruction. Students will set the stage for beginning an action research project. Assessment will be based on a combination of assignments and exams, including, a literature review, analysis of data collection, framework of questions and implications for instruction.
- 3.4 Tentative texts and course materials:
- Caro-Bruce, C., Klehr, M., & Zeichner, K. (2007). *Using action research to create equitable classrooms*. Thousand Oaks, CA: Corwin Press.
 - Hendricks, C. (2009). *Action research: A comprehensive guide for educators*. Upper Saddle River, NJ: Pearson.

4. Resources:

- 4.1 Library resources: Adequate
4.2 Computer resources: None needed

5. Budget implications:

- 5.1 Proposed method of staffing: Existing Staff
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

School of Teacher Education: 04/22/2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

LIBRARY RESOURCES

Revised November 1996

Date: 4/20/10

Proposed Course Name and Number: Conducting Action Research to Improve Instruction

Current Library holdings in support of the described course are:

___X___ Adequate _____ Inadequate*

***Additional materials which would raise support to an adequate level:**

Monographs or Nonprint Resources:

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Comments:

See attached journals.

Kay Gandy
Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

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

Contact Person: Rebecca Stobaugh, rebecca.stobaugh@wku.edu, 5-4497

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: TCHL 560
- 1.2 Course title: Action Research for Teachers
- 1.3 Credit hours: 3

2. Revise course title: N/A

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

3. Revise course number: N/A

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

4. Revise course prerequisites:

- 4.1 Current prerequisite: TCHL 550
- 4.2 Proposed prerequisites: Completion of 18-24 program hours, including all courses in the professional education component of the program; and TCHL 520 or instructor permission
- 4.3 Rationale for revision of course prerequisites: Because this course will serve as the program capstone experience, program faculty want to make clear that students should enroll in the course toward the end of their programs. However, they should also not take the course in the final semester, as they will need sufficient time to prepare the final presentation of the action research project. Students will be expected to present the action research project during the final semester of the program. Finally, most teacher leader programs will require TCHL 520, which the faculty believe will help to prepare students for success in 560.
- 4.4 Effect on completion of major/minor sequence: The revised prerequisites will help to ensure that students will be prepared appropriately for the capstone experience. Thus, it will facilitate students' timely completion of their programs.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Fundamental principles of action research in educational settings. Students will conduct an action research project in their work settings. Course should be taken after completing first 9 hours of TCHL courses.
- 5.2 Proposed course catalog listing: Development, design, implementation, and analysis of action research in educational settings. Students will conduct an action research project and present the results in an advisor-designated setting. Should be taken in the student's next-to-last semester.
- 5.3 Rationale for revision of course catalog listing: At the time this course was developed, faculty had planned to have students take the course early in their programs and then complete an action research project at the end of their programs. However, faculty have determined that students will derive more benefits from taking this course toward the end of their programs, when they can integrate what they have learned in their completed professional education and specialization courses.

6. Revise course credit hours: N/A

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

7. Proposed term for implementation: Spring, 2011

8. Dates of prior committee approvals:

| | |
|--------------------------------|---------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council | _____ |
| University Senate | _____ |

Attachment: Course Inventory Form

Proposal Date: 04/22/2010

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

1. Identification of program:

- 1.1 Current program reference number: 065
- 1.2 Current program title: Master of Arts in Education Elementary Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

3. Detailed program description:

| Current Program | Proposed Program |
|---|---|
| <p>Admission Requirements (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none">• No GRE qualifying score will be required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each</p> |

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 have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.

- Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services.

(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)

Professional Education Component—21-24 hours

Required Core – 9-12 hrs

- ___ EDU 501 (2 hours)
- ___ EDU 596 (1 hour)
- ___ ELED 503
- ___ EDFN 500 (*Should be completed within the first 12 hours of program.*)
- ___ EXED 516 or an approved elective may be substituted if an Exceptional Education course is on the student's graduate or undergraduate transcript.

Restricted General Electives – 9 hrs (Other courses may be selected with permission of advisor, teacher certification officer and Graduate Studies and Research.)

- | | |
|--------------|------------------------|
| ___ EDU 522 | ___ EDU 507 (GEOG 507) |
| ___ EDU 524 | ___ ENVE 580 |
| ___ EDU 544 | ___ GTE 536 |
| ___ ELED 505 | ___ LTCY 519 |
| ___ ELED 506 | ___ LTCY 524/LTCY 624 |
| ___ ELED 507 | |

Educational Psychology Component – 3 hrs (Choose one.)

- ___ PSY 510/PSY 511/PSY 519/PSY 540

General Content Electives—6-12 hours

Advisor-approved elective courses from the following content areas: Art, Biology,

candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

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, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):

- No GRE qualifying score will be required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities with a GPA 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

Chemistry, Communication, Economics, English, Leadership, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Psychology, Sociology, Theatre:

OR elective hours selected from the following courses:

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|---------------|--------------|
| ___ AMS 465G | ___ LME 411G |
| ___ BIOL 507 | ___ LME 518 |
| ___ CNS 580 | ___ MATH 507 |
| ___ CNS 586 | ___ PH 465G |
| ___ ECON 505 | ___ PH 467G |
| ___ GEOG 507 | ___ PH 468G |
| ___ JOUR 481G | ___ PH 481G |
| ___ LME 410G | ___ PH 586 |

In place of content electives, students may substitute course work for endorsements in English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology or other approved endorsements.

and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.

- Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

*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.

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 30-31 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.

Professional Education Component—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 for Teacher Leaders (3 hours)

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure that all master’s candidates 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 520 and 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—15-21 hours

Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student’s professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

TCHL 520 – Foundations of Action Research for Teacher Leaders (3 hours)

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| | <p>Total Program Hours: 30-31</p> <p>Program Completion Requirements: 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.</p> <p>Candidates must have at least a 3.0 cumulative GPA.</p> |
|--|---|

4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and non degree planned fifth-year advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

| | |
|--------------------------------|----------------|
| School of Teacher Education | <u>4-22-10</u> |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council | _____ |
| University Senate | _____ |

Attachment: Program Inventory Form

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

1. Identification of program:

- 1.1 Current program reference number: 091
- 1.2 Current program title: Non Degree Planned Fifth Year/Rank II in Elementary Education
- 1.3 Credit hours: 32

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Addition of a culminating assessment requirement.

3. Detailed program description:

| Current Program | Proposed Program |
|--|---|
| <p>Admission Requirements (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <p>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Elementary Education <u>must</u> hold or be eligible to hold a teaching certificate at the elementary level.</p> <p>This program requires 32 hours.</p> <p><u>Required Professional Education Component—20 hours</u> <i>Required Professional Education Courses—5-8 hours</i> +EDU 501, ELED 503, EXED 516*, ++EDU 596/598 + Students should enroll in EDU 501 within the first 7 hours of course work. ++ Students should enroll in EDU 596/598 after completing at least 24 hours of course work.</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each</p> |

Restricted Elective—3 hours
PSY 510, PSY 511, PSY 519, or PSY 540

***Restricted Elective—3 hours (Choose one of the following)*
ELED 505, ELED 506, ELED 507, ELED 509, LTCY 519, EDU 522, EDU 524

Professional Education Electives—6-9 hours
Six – nine hours of advisor-approved related professional education courses.

Specialization Component (12 hours)

Twelve hours of advisor-approved specialization courses.

**An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.*

***Not required for students seeking Gifted Education endorsement*

candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

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, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):

Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services.

*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.

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 32 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.

Professional Education Component—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 for Teacher Leaders (3 hours)

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure that all candidates 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 520 and 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.

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| | <p><u>Specialization Component—16-23 hours</u> TCHL 520 – Foundations of Action Research for Teacher Leaders (3 hours) Advisor-approved elective courses. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32</p> <p>Program Completion Requirements: 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.</p> <p>Candidates must have at least a 3.0 cumulative GPA.</p> |
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4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and fifth year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

- 5. Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

School of Teacher Education 4-22-10

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council (for information) _____

University Senate (for information) _____

Attachment: Program Inventory Form

Proposal Date: 04/07/2010

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #139
- 1.2 Current program title: Master of Arts in Education: Middle Grades Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

3. Detailed program description:

| Current Program | Proposed Program |
|---|--|
| <p>Because this program leads to a professional teaching certificate, applicants must</p> <ol style="list-style-type: none"> 1. Hold or be eligible to hold a teaching certificate at the middle grades level, or 2. Have a valid Middle Grades program on file with the Office of Teacher Services. <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p> <p>The MAE in Middle Grades Education may be planned to include a certification endorsement for literacy, gifted education, English as a second language, or Instructional Computer Technology. The MAE in Middle Grades Education requires 30 hours.</p> <p><u>Professional Education Components—18 hours</u></p> <p><i>Professional Development Component—3 hours</i></p> <p>+EDU 501 Seminar: Designing Professional Development Plan (1 hour)</p> <p>++EDU 596 Portfolio Development & Professional Education Growth Plan (2 hours)</p> <p>+ Students should enroll in EDU 501 within the first 7 hours of course work.</p> <p>++ Students should enroll in EDU 596 after completing at least 24 hours of course work.</p> <p><i>Educational Psychology Component—3 hours</i></p> <p>PSY 510 Advanced Educational Psychology</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see</p> |

| | |
|---|--|
| <p>PSY 511 Psychology of Learning PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i> EDU 544 Classroom Teaching Strategies ENVE 575 Introduction to Environmental Education LTCY 524 Teaching Reading Skills in the Content Areas GTE 537 Curriculum, Strategies, & Materials for Gifted Students LTCY 444G Reading in the Secondary Grades</p> <p><i>Curriculum Component—3 hours</i> SEC 580 The Curriculum MGE 571 Middle School Curriculum</p> <p><i>Restricted Elective —3 hours</i> If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component—3 hours</i> EDFN 500 Research Methods or Content Specific Research Course</p> <p><u>Specialization/Content Component—12 hours</u> Advisor-approved</p> | <p><i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ol style="list-style-type: none"> 1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility*for Middle Grades (Grades 5-9). 2. 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 undergraduate coursework and a 3.0 GPA for previous graduate coursework must submit either a current, valid middle grades teaching certificate or Statement of Eligibility* and a teacher work sample or KTIP portfolio for admission credentials review. 3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate) 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 middle grades teaching certificate or Statement of Eligibility*. <p>*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.</p> <p><i>Important Note:</i> 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 Plans, 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.</p> <p>Courses in boldface are required.</p> <p><u>Professional Education Core—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional</p> |
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| | <p>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 for Teacher Leaders (3 hours)</p> <p>Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.</p> <p><u>Specialization Component—14-21 hours</u> TCHL 520 – Foundations of Action Research for Teacher Leaders (3 hours)</p> <p>Electives: Students will take advisor-approved elective courses selected from discipline in which student is certified. In place of the content electives students may, with advisor approval, substitute course work in other education courses, endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements), or courses for meeting prerequisites for Instructional Leader programs.</p> <p>Total Program Hours: 30-37</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course Grade of C or higher). 2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor. 3. Achieve a 3.0 average GPA in course work. |
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4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

| | |
|--------------------------------|---------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council | _____ |
| University Senate | _____ |

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #154
- 1.2 Current program title: Non-degree Planned Fifth-Year/Rank II Middle Grades Education
- 1.3 Credit hours: 32

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Addition of a culminating assessment requirement.

3. Detailed program description:

| Current Program | Proposed Program |
|---|--|
| <p>Admission Requirements (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <p>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Middle Grades Education <u>must</u> hold or be eligible to hold a teaching certificate at the middle grades level.</p> <p>This program requires 32 hours.</p> <p><u>Professional Education Components (18 hours)</u></p> <p><i>Professional Development Component—3 hours</i></p> <p>+ EDU 501 Seminar: Designing Professional Development Plan (1hour)</p> <p>++ EDU 596 Portfolio Development & Professional Education Growth Plan (2 hours)</p> <p>+ Students should enroll in EDU 501 within the first 7 hours of course work.</p> <p>++ Students should enroll in EDU 596 after completing 24 hours of course work.</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p> |

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| <p><i>Educational Psychology Component—3 hours</i> PSY 510 Advanced Educational Psychology PSY 511 Psychology of Learning PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i> EDU 522 Foundations of Differentiated Instruction EDU 524 Educational Assessment EDU 544 Classroom Teaching Strategies ENVE 575 Introduction to Environmental Education LTCY 524 Content Area Literacy GTE 537 Curriculum, Strategies, & Materials for Gifted Students LTCY 444G Reading in the Secondary Grades</p> <p><i>Curriculum Component—3 hours</i> SEC 580 The Curriculum MGE 571 Middle School Curriculum</p> <p><i>Restricted Elective –3 hours</i> If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, EDU 522, EDU 524, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component—3 hours</i> EDFN 500 Research Methods or Content Specific Research Course</p> <p><u>Specialization/Content Component—12 hours</u> Advisor must approve courses.</p> | <p>determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <p>Submit either a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9).</p> <p>*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.</p> <p><i>Important Note:</i> 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 Plans, 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.</p> <p>Courses in boldface are required.</p> <p><u>Professional Education Core—9-16 hours</u> 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 for Teacher Leaders (3 hours)</p> <p>Mid-Point Assessment Requirements:</p> |
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| | <p>To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.</p> <p><u>Specialization Component—17-23 hours</u> TCHL 520 – Foundations of Action Research for Teacher Leaders (3 hours) Advisor-approved elective in education (3 hours)</p> <p>Electives: Students will take advisor-approved elective courses selected from discipline in which the students are certified. In place of the content electives, students may substitute course work in other education courses or endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32-39 Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course Grade of C or higher). 2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor. 3. Achieve a 3.0 average GPA in course work. |
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4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

- Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

| | |
|-------------------------------------|---------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council (for information) | _____ |
| University Senate (for information) | _____ |

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #103
- 1.2 Current program title: Master of Arts in Education: Secondary Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

3. Detailed program description:

| Current Program | Proposed Program |
|---|--|
| <p>Because this program leads to a professional teaching certificate, applicants must</p> <ol style="list-style-type: none"> 1. Hold or be eligible to hold a teaching certificate at the secondary level, or 2. Have a valid secondary education conversion program on file with the Office of Teacher Services. <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p> <p>Candidates must declare both a major and a minor (one must be in Secondary Education). The following majors are permitted: art, biology, chemistry, history, music, and secondary education.</p> <p>This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education,</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p> |

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| <p>English as a second language, literacy, or Instructional Computer Technology. This program requires 30 hours.</p> <p>Professional Education Components—12-18 hours</p> <p><i>Professional Development Component—3 hours</i> +EDU 501 Seminar: Designing Professional Development Plan (1 hour) ++EDU 596 Portfolio Development & Professional Education Growth Plan (2 hours) + Students should enroll in EDU 501 within the first 7 hours of course work. ++ Students should enroll in EDU 596 after completing 24 hours of course work.</p> <p><i>Educational Psychology Component—3 hours</i> PSY 510 Advanced Educational Psychology PSY 511 Psychology of Learning PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i> EDU 544 Classroom Teaching Strategies ENVE 575 Introduction to Environmental Education LTCY 524 Content Areas Literacy GTE 537 Curriculum, Strategies, & Materials for Gifted Students LTCY 444G Reading in the Secondary Grades</p> <p><i>Curriculum Component—3 hours</i> SEC 580 The Curriculum MGE 571 Middle School Curriculum</p> <p><i>*Restricted Elective—3 hours</i> If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component—3 hours</i> EDFN 500 Research Methods <i>or</i> Content Specific Research Course</p> | <p>determining which TCHL core courses they must take (see <i>Important Note</i> 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 (or discipline-specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Candidates must declare both a major and a minor (one must be in Secondary Education). The following majors are permitted: art, biology, chemistry, history, music, and secondary education.</p> <p>This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, or instructional computer technology. This program requires 30-37 hours.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ol style="list-style-type: none"> 1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility*for Secondary (Grades 8-12, 5-12, or P-12). 2. 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 undergraduate coursework and a 3.0 GPA for previous graduate coursework must submit either a current, valid secondary teaching certificate or Statement of Eligibility* and a teacher work sample or KTIP portfolio for admission credentials review. 3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate) 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 secondary teaching certificate or Statement of Eligibility*. <p>*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.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's</p> |
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Specialization/Content Component—12-18 hours
(Content Advisor Approved)

Secondary education majors-12 hours
Secondary education minors-18 hours

*Secondary education minors may be required to enroll in an additional 3 hours of professional education to achieve the restricted elective component. If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, students are required to enroll in EXED 516. These 3 hours will be in addition to the 30 hours required for the program

Requirements for other endorsement areas may be obtained from the appropriate academic department:

Teaching English as a Second Language (TESL)
- Department of English
Literacy- Department of Special Instructional programs
Gifted and Talented Education -Department of Curriculum and Instruction
Instructional Computer Technology - Department of Special Instructional Programs

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 Plans, 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.

Courses in boldface are required.

Secondary Education Major: 18 hours

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 for Teacher Leaders (3 hours) or discipline-specific action research course

Other Education Electives—3-9 hours

TCHL 520 – Foundations of Action Research for Teacher Leaders (3 hours)

Other advisor-approved education electives

Specialization Component—12 hours

Students will take advisor-approved elective courses selected from discipline in which student is certified. In place of the content electives students may, with advisor approval, substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Secondary Education Minors

Content Area Specialization Component --18 hours

Contact advisor in major area for program information.

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

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 for Teacher Leaders (3 hours)

Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Foundations of Action Research for Teacher Leaders* is strongly recommended.

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

To ensure that all master's candidates 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, students may complete no more than 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

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| | <p>assessment results.</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course Grade of C or higher) or approved discipline specific action research course. 2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor. 3. Achieve a 3.0 average GPA in course work. |
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4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students’ successful completion of TCHL 560 or an approved discipline specific action research course will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

| | |
|--------------------------------|---------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council | _____ |
| University Senate | _____ |

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #125
- 1.2 Current program title: Non-degree Planned Fifth-Year/Rank II Secondary Education
- 1.3 Credit hours: 32

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Addition of a culminating assessment requirement.

3. Detailed program description:

| Current Program | Proposed Program |
|--|--|
| <p>Admission Requirements (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <p>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Secondary Education <u>must</u> hold or be eligible to hold a teaching certificate at the secondary level.</p> <p>This program requires 32 hours.</p> <p><u>Professional Education Components—18 hours</u> <i>Professional Development Component—3 hours</i> + EDU 501 Seminar: Designing Professional Development Plan (1 hour) ++ EDU 596 Portfolio Development & Professional Education Growth Plan (2 hours) + Students should enroll in EDU 501 within the first 7 hours of course work.</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p> |

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| <p>++ Students should enroll in EDU 596 after completing 25 hours of course work.</p> <p><i>Educational Psychology Component—3 hours</i> PSY 510 Advanced Educational Psychology PSY 511 Psychology of Learning PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i> EDU 522 Foundations of Differentiated Instruction EDU 524 Educational Assessment EDU 544 Classroom Teaching Strategies ENVE 575 Introduction to Environmental Education LTCY 524 Content Area Teaching GTE 537 Curriculum, Strategies, & Materials for Gifted Students LTCY 444G Reading in the Secondary Grades 44</p> <p><i>Curriculum Component—3 hours</i> SEC 580 The Curriculum MGE 571 Middle School Curriculum</p> <p><i>Restricted Elective Component—5 hours</i> If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 522, EDU 524, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component (3 hours)</i> EDFN 500 Research Methods or Content Specific Research Course</p> <p><u>Specialization/Content Component—12 hours</u> Advisor approved</p> | <p>determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <p>Submit either a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).</p> <p>*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.</p> <p><i>Important Note:</i> 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 Plans, 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.</p> <p>Courses in boldface are required.</p> <p><u>Professional Education Core—9-16 hours</u> 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 for Teacher Leaders (3 hours)</p> <p>Mid-Point Assessment Requirements:</p> |
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| | <p>To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.</p> <p><u>Specialization Component—17-23 hours</u> TCHL 520 – Foundations of Action Research for Teacher Leaders (3 hours)</p> <p>Electives: Students will take advisor-approved elective courses selected from discipline in which student is certified. In place of content electives students may, with advisor approval, substitute course work in other education courses or endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32-39</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course Grade of C or higher). 2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor. 3. Achieve a 3.0 average GPA in course work. |
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4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

- Students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

| | |
|-------------------------------------|---------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council (for information) | _____ |
| University Senate (for information) | _____ |

Attachment: Program Inventory Form

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

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

1. Identification of program:

- 1.1 Current program reference number: #0424
- 1.2 Current program title: MAE in Exceptional Education: Learning and Behavior Disorders (LBD)
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- For students in the advanced certification concentrations (LBOC and LBLB): Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Substitution of Capstone/Culminating Experience (e.g. Teacher Work Sample) for Initial Preparation Program in LBD/Exceptional Education (LBNC Concentration) for the comprehensive exam.
- Modify admission requirements for students in the Exceptional Education MAE Learning and Behavioral Disorders advanced certification concentrations (LBOC and LBLB) in Learning and Behavior Disorders (LBD) consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.

3. Detailed program description:

| Current Program | Proposed Program |
|---|--|
| <p>PROGRAM DESCRIPTION</p> <p>Master of Arts in Exceptional Education – Learning and Behavior Disorders, Ref. #107 This program provides preparation for students who wish to pursue careers in a P-12 school setting as teaching professionals serving students with diverse learning needs, including Learning and Behavior Disorders. The Department of Special Instructional Programs, through the Exceptional Education program area, offers four concentrations within the MAE in Exceptional Education, LBD programs:</p> <ul style="list-style-type: none"> • LBAC – Alternate Route to Certification in LBD; • LBNC – Initial LBD Certification for those with no other teacher certification; • LBOC – Initial LBD certification for those with prior teacher certification in another | <p>PROGRAM DESCRIPTION</p> <p>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 Disorder. The School of Teacher Education, through the Exceptional Education program area offers courses and experiences for initial preparation of Exceptional Education teachers and for those seeking advanced preparation. Advanced preparation programs 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.</p> <p>Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders</p> |

- area or a statement of eligibility for such; and
- LBLB – Advanced LBD certification for 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 will be based upon their current teaching certification or lack thereof. All courses in the program carry critical performance indicators (CPIs) which 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.

For program and degree completion, a passing score on a comprehensive examination or action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a C.

Note: To be eligible for teacher certification and prior to enrollment in EXED 590, a passing score on the PRAXIS II is required for all students.

ADMISSION TO PROGRAM

Applicants must apply and be accepted through WKU 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 Exceptional Education and the College of Education and Behavioral Sciences.

Admission to all LBD concentrations 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

are offered within the MAE in Exceptional 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 Exceptional Education LBD.
- LBLB: Advanced Preparation in LBD for 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 will be based upon their current teaching certification or lack thereof. Students in all concentrations as well as a core of common courses, 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(s).

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.

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 meet the requirements for admission into the MAE programs in Exceptional 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

work (undergraduate and graduate) and meet all other 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 1 for admission to the fall term for priority consideration.

Admission Requirement Exceptions:

1. 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: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
2. Students who are graduates of an accredited college or university and have an undergraduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
3. Students who are graduates from an accredited college or university with a MA and have a graduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be

with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other 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 1 for 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: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) 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 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) 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 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their

exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

The LBAC and LBNC concentrations comprise 21 hours of core courses, 6 hours of introductory Exceptional Education courses, 3 hours of Literacy courses, and 6 hours of field experience/internship courses for a total of 39 credit hours.

The LBOC and LBLB concentrations comprise 21 hours of core courses, 3 hours of advanced Exceptional Education course work, and 6 hours of field work or action research course work for a total of 30 credit hours.

Students have the option of adding the Autism Certificate to any LBD concentration and may include no more than 12 hours of ASD Courses within their program of study. The five Autism Certificate courses are EXED 610; EXED 612; EXED 615; EXED 618; and EXED 619.

Core Courses for LBAC; LBNC; LBOC; and LBLB Concentrations:

| | | |
|----------|---|----------------|
| EDFN 500 | Research Methods OR | |
| EXED 534 | Research in Exceptional Child Education | 3 hours |
| PSY 519 | Classroom Behavior OR | |
| PSY 540 | Behavior Problems in Children OR | |
| EXED 518 | Issues in Behavior Management | 3 hours |
| EXED 532 | Families, Professionals, and Exceptionalities | 3 hours |
| EXED 530 | Advanced Assessment Techniques | 3 hours |
| EXED 531 | Advanced Prescriptive Teaching | 3 hours |
| EXED 517 | Transition Services and Programming | 3 hours |
| EXED 630 | Special Education Law | <u>3 hours</u> |

Total 21 hours

EXED LBD Concentrations

Learning and Behavior Disorders Alternate Route to Certification, Concentration Code: LBAC

The Alternate Route to Certification in Exceptional Education is designed for individuals who are

potential as graduate students; and d) 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:

- Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or a 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 a 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 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 (LBNC) are as follows:

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 develop an acceptable culminating performance of a Teacher Work Sample as a program and course requirement.

currently employed, or have written documentation of a school district's intent to employ, 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 programming, research in Exceptional Education, and content areas. *This option is for those individuals with no prior teaching certification in any area. Upon verification of employment in an approved setting, students are eligible for recommendation for a Temporary Provisional Teaching Certificate in LBD. This certificate is issued for one year and is renewable for two additional years (total of 3 years). Students in this program must complete ALL state and university requirements within the three-year time frame.* Upon completion of program, passing Praxis II, and completing the Kentucky Teacher Internship Program (KTIP), these students will be eligible to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

Specific Course Requirements – 18 Hours + 21 Hours Core Courses

| | | |
|----------|--|----------|
| 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 |
| | Sub Total | 18 hours |
| | Total with Core Courses | 39 hours |

Learning and Behavior Disorders Initial Certification, Concentration Code: LBNC

The MAE in LBD, Initial Certification, is for individuals who are *not* 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 programming, research in Exceptional Education, and content areas. *This option is for those individuals with no prior teaching certification in any area and not currently employed as a teacher of students with Learning and Behavior Disorders. If the student does not secure employment as the teacher of*

Program Completion Requirements for the Advanced Concentrations of LBOC and LBLB are as follows:

Candidates must successfully complete TCHL 560 Action Research for Teacher Leader (course grade of C or higher) and present research results in a venue approved by their advisor.

Candidates must have at least a 3.0 cumulative GPA.

CORE COURSES IN INITIAL (LBNC) AND ADVANCED (LBOC AND LBLB) CERTIFICATION CONCENTRATIONS:

- 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)

Total of Core Courses: 18 hours

Initial Certification Concentration (LBNC)

The MAE in LBD, Initial Certification or LBNC, is for individuals 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 programming, research in Exceptional 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 from a district of employment, they are 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 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 certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

Specific Course Requirements – 18 hours of core courses + 21 hours of LBNC Courses

record in an LBD setting during the program, the student will be required to complete a student teaching experience and 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 certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

Specific Course Requirements – 18 Hours + 21 Hours of Core Courses

| | | |
|----------|--|-----------------|
| 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 |
| | Sub Total | 18 hours |
| | Total with Core Courses | 39 hours |

Learning and Behavior Disorders w/Other Certification, Concentration Code: LBOC

This concentration is for individuals who have prior teaching certification in any area other than Exceptional Education. This 30 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. *This option is for those individuals who hold a valid teaching certificate or statement of eligibility for such certification in any area other than Exceptional Education LBD and wish to obtain LBD certification through their master’s degree coursework.*

Specific Course Requirements – 9 hours + 21 Hours Core Coursework

| | | |
|----------|--|---------|
| EXED 516 | Exceptional Child: Perspectives and Issues | 3 hours |
| EXED 533 | Seminar: Curriculum for LBD | 3 hours |
| EXED 590 | Internship in Special Education | 3 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 Exceptional Education LBD Teacher Leader MAE program lead to advanced preparation for those holding initial certification in Exceptional Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who:

- A. Hold certification in any area other than Exceptional Education (LBOC); OR
- B. Hold Exceptional Education LBD or MSD certification (LBLB).

Within the advanced preparation LBD Teacher Leader MAE, 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 dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

Successful completion of an action research capstone project is required. A GPA of 3.0 or higher in all graduate courses work 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.

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.

Sub Total
9 hours
Total with Core Courses
30 hours

Learning and Behavior Disorders with LBD Certification, Concentration Code: LBLB

This concentration is for individuals who have prior teaching certification in Exceptional Education – LBD. This 30 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. *This option is for individuals who hold teaching certification in Exceptional Education, LBD.*

Specific Course Requirements – 9 hours +21 Hours Core Coursework

| | | | |
|-----|-------------------------|-------------------------|----------|
| LBD | EXED 533 | Seminar: Curriculum for | 3 hours |
| | EXED 599 | Thesis | 6 hours |
| | Sub Total | | 9 hours |
| | Total with Core Courses | | 30 hours |

OR

Specific Course Requirements – 9 hours +21 Hours Core Coursework

| | | | |
|-----------|-------------------------|-------------------------|----------|
| LBD | EXED 533 | Seminar: Curriculum for | 3 hours |
| Education | EXED 590 | Internship in Special | 3 hours |
| Education | EXED 534 | Research in Exceptional | 3 Hours |
| | Sub Total | | 9 hours |
| | Total with Core Courses | | 30 hours |

NEW STUFF BELOW HERE

This program provides preparation for students who wish to pursue careers in a P-12 school setting as teachers serving students with diverse learning needs, including Learning and Behavior Disorders. The School of Teacher Education, through the Exceptional Education program area, offers two concentrations

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 Component – 9-16 hours

Courses in boldface are required.

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 for Teacher Leaders (3 hours)

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.

Mid-Point Assessment Requirements:

To ensure that all master’s candidates 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 (LBOC/LBLB)—21 hours

Courses in boldface are required.

within the Advanced Preparation MAE in Exceptional Education, LBD programs:

- LBOC – Initial LBD certification for those with prior teacher certification in another area or a statement of eligibility for such; and
- LBLB – Advanced LBD certification for 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 will be based upon their current teaching certification or lack thereof. All courses in the program carry critical performance indicators (CPIs) which 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.

For program and degree completion, a passing score on a comprehensive examination or action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a C.

Note: To be eligible to be recommended 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 register for EXED 590.

Admission Requirements to all LBD

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

concentrations requires the following:

Applicants must apply to and be accepted through WKU 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 Exceptional Education and the College of Education and Behavioral Sciences.

Admission to all LBD concentrations 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 requirements for admission to teacher education; and
- Submit an admission portfolio with your application to Graduate Studies. Portfolio needs to include an application letter; a philosophy of education; two letters of reference from college/university faculty; and two letters of reference from school personnel.
- 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 1 for admission to the fall term for priority consideration.

Students who do not meet the previously stated requirements may seek admission through the following process:

1. WKU graduates with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c)

two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

2. Graduates of accredited universities with an undergraduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
3. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that discuss their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

Program Requirements:

The LBOC and LBLB concentrations comprise 21 hours of core courses, 3 hours of advanced Exceptional Education course work, and 6 hours of field work or action research course work, for a total of 30 credit hours.

Core Courses for LBOC; and LBLB Concentrations

LBOC:

This concentration is for individuals who have prior teaching certification in an area other than Exceptional Education. This 30-hour program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education,

and content areas. *This concentration is for those individuals who hold a valid teaching certificate or statement of eligibility for such certification in an area other than Exceptional Education LBD and are seeking LBD certification through their master's degree course work.*

Specific Course Requirements – 9 hours + 21 Hours Core course work

| | | |
|-------------------------|--|---------|
| EXED 516 | Exceptional Child: Perspectives and Issues | 3 hours |
| EXED 533 | Seminar: Curriculum for LBD | 3 hours |
| EXED 590 | Internship in Special Education | 3 hours |
| Sub Total | | 9 hours |
| Total with Core Courses | | 30 hrs |

LBLB:

This concentration is for individuals who have prior teaching certification in Exceptional Education – LBD. This 30-hour program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. *This concentration is for individuals who hold teaching certification in Exceptional Education.*

Specific Course Requirements – 9 hours +21 Hours Core course work

| | | |
|-------------------------|-----------------------------|----------|
| EXED 533 | Seminar: Curriculum for LBD | 3 hours |
| EXED 599 | Thesis | 6 hours |
| Sub Total | | 9 hours |
| Total with Core Courses | | 30 hours |

OR

Specific Course Requirements – 9 hours +21 Hours Core course work

| | | |
|-----------|-----------------------------------|---------|
| EXED 533 | Seminar: Curriculum for LBD | 3 hours |
| EXED 590 | Internship in Special Education | 3 hours |
| EXED 534 | Research in Exceptional Education | 3 Hours |
| Sub Total | | 9 hours |

| | | |
|-------------------------|-------------|--|
| Total with Core Courses | 30 hours | |
| | | |

4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Advanced preparation Exceptional Education LBD students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.
- Initial preparation (LBNC) students' successful completion of a Capstone/Culminating Experience (e.g. Teacher Work Sample) will provide evidence that they have the skills to utilize contextual information to plan and implement instruction using data based instructional techniques for documentation of student learning. This will be a more meaningful and authentic culminating assessment for the program than the comprehensive exam as a Teacher Work Sample will require students to integrate all course work and apply what they have learned.
- Admission requirements for students entering the Teacher Leader MAE program in Exceptional Education Advanced Preparation LBD (LBOC and LBLB concentrations), are being modified to be consistent with all other Teacher Leader MAE programs. The intention is that students in all Teacher Leader MAE programs leading to advanced certification, regardless of specialization component, will be working together in authentic activities within their Teacher Leader courses and forming Professional Learning Communities. Having consistent admission criteria for all Teacher Leader students promotes this atmosphere of collaboration.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

School of Teacher Education:

04/22/2010

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Attachment: Program Inventory Form

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

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

1. Identification of program:

- 1.1 Current program reference number: #0425
- 1.2 Current program title: MAE in Exceptional Education: Moderate and Severe Disabilities (MSD) (advanced certification)
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Modify admission requirements for the Exceptional Education MAE Advanced Certification in Moderate and Severe Disabilities consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.

3. Detailed program description:

| Current Program | Proposed Program |
|---|---|
| <p>PROGRAM DESCRIPTION</p> <p>This program provides preparation for students who wish to pursue careers in a P-12 school setting as teachers serving students with Moderate and Severe Disabilities. The School of Teacher Education, through the Exceptional Education program area, offers three concentrations within the MAE in Exceptional Education, MSD program:</p> <ul style="list-style-type: none"> • MSDO – Moderate and Severe Disabilities for those holding certification in any area other than Exceptional Education; • MSDM – Moderate and Severe Disabilities for those holding previous certification in MSD; and • MSDL – Moderate and Severe Disabilities for those holding Exceptional Education LBD certification. <p>Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and</p> | <p>PROGRAM DESCRIPTION</p> <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Moderate and Severe Disabilities (MSD). 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.</p> <p>This particular MAE program leads to advanced preparation for those holding initial certification in Exceptional Education MSD and may lead to certification in Moderate and Severe Disabilities (MSD) for those students who:</p> <ul style="list-style-type: none"> A. Hold certification in any area other than Exceptional Education; OR B. Hold Exceptional Education Learning and Behavior Disorders (LBD) and/or Moderate and Severe Disabilities (MSD) certification. |

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) which 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.

Successful completion of a comprehensive examination or action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C."

Note: To be eligible for a recommendation for teacher certification, students must document that they have received a passing scores on each required PRAXIS II examination. Students must pass all required PRAXIS II examinations before they may register for EXED 590.

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

Admission Requirements to all MSD concentrations 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).
- Possess a current, valid teaching certificate (a copy of which must be submitted with the application),
- Submit an admission portfolio with your application to Graduate Studies. Portfolio needs to include an application letter; a philosophy of education; two letters of

Within the Advanced Preparation MSD Teacher Leader MAE, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher dispositions and 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.

Successful completion of an action research capstone project is required. A GPA of 3.0 or higher in all graduate courses work 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.

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 Moderate and Severe Disabilities.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

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.

reference from college/university faculty; and two letters of reference from school personnel.

- 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 1 for admission to the fall term for priority consideration.

Students who do not meet the previously stated requirements may seek admission through the following process:

1. 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: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
2. Students who are graduates of an accredited college or university and have an undergraduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
3. Students who are graduates from an accredited college or university with a MA and have a graduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):

1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility*.
2. 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.
3. 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.

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.

Professional Education Component—9-16 hours

Courses in boldface are required.

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)

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|--|------------------------------|--|--|---------|-------------------------------|--|--|---------|-----------------------------|---------|---|--|---------------------------------------|---------|------------------------------|---------|--|---------|-----------------------|----------|--|
| <p>All three Moderate and Severe concentrations – MSDO, MSDM, and MSDL - comprise 15 hours of core coursework and 18 hours of course work specific to their concentration for a total of 30 credit hours.</p> <p>Students have the option of adding the Autism Spectrum Disorders Certificate to any MSD concentration and may include 4 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are EXED 610; EXED 612; EXED 615; EXED 618; and EXED EXED 530 – Advanced Assessment Techniques (3 hours)</p> <p>619.</p> <p>Core Courses for MSDO, MSDM, and MSDL Concentrations</p> <table border="0"> <tr> <td>EDFN 500 Research Methods OR</td> <td></td> </tr> <tr> <td>EXED 534 Research in Exceptional Education</td> <td>3 hours</td> </tr> <tr> <td>PSY 519 Classroom Behavior OR</td> <td></td> </tr> <tr> <td>EXED 518 Issues in Behavior Management</td> <td>3 hours</td> </tr> <tr> <td>EXED 535 Curriculum for MSD</td> <td>3 hours</td> </tr> <tr> <td>EXED 419G Assistive Technology/Classroom OR</td> <td></td> </tr> <tr> <td>EXED 619 Assistive Technology for ASD</td> <td>3 hours</td> </tr> <tr> <td>EXED 610 Introduction to ASD</td> <td>3 hours</td> </tr> <tr> <td>EXED 630 Special Education Law and Finance</td> <td>3 hours</td> </tr> <tr> <td>Total of Core Courses</td> <td>18 hours</td> </tr> </table> <p>Moderate and Severe Disabilities, Initial Certification Concentration Code: MSDO This concentration is for those individuals who have prior teaching certification in any area except Exceptional Education. This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities, prescriptive teaching, transitional services programming, and research in Exceptional Education.</p> | EDFN 500 Research Methods OR | | EXED 534 Research in Exceptional Education | 3 hours | PSY 519 Classroom Behavior OR | | EXED 518 Issues in Behavior Management | 3 hours | EXED 535 Curriculum for MSD | 3 hours | EXED 419G Assistive Technology/Classroom OR | | EXED 619 Assistive Technology for ASD | 3 hours | EXED 610 Introduction to ASD | 3 hours | EXED 630 Special Education Law and Finance | 3 hours | Total of Core Courses | 18 hours | <p>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research for Teacher Leaders (3 hours)</p> <p>Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. 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.</p> <p><u>Specialization Component—21-24 hours</u> Moderate and Severe Disabilities Advanced Preparation</p> <p>Required Courses: Courses in boldface are required. *Students who have not had an introductory Exceptional Education course such as EXED 330 or EXED 516, or the equivalent from another institution, must take EXED 516 as part of their program. This will add an additional 3 credit hours to the total hours.</p> <p>EXED 516 – Exceptional Child: Perspectives & Issues (3 hours)*</p> <p>EXED 535 – Curriculum for MSD (3 hours) OR EXED 615 – Instructional Strategies and Design in ASD (3 hours)</p> <p>EXED 630 – Special Education Law (3 hours)</p> <p>EXED 518 – Issues in Behavior Management (3 hours) OR EXED 618 – Social Skills Instruction and Behavioral Programming in ASD (3 hours)</p> <p>EXED 532 – Families, Professionals, and Exceptionalities (3 hours) Or EXED 612 – Collaboration for ASD (3 hours)</p> <p>EXED 530 – Advanced Assessment Techniques (3 hours)</p> <p>EXED 590 – Internship in Exceptional Education (3</p> |
| EDFN 500 Research Methods OR | | | | | | | | | | | | | | | | | | | | | |
| EXED 534 Research in Exceptional Education | 3 hours | | | | | | | | | | | | | | | | | | | | |
| PSY 519 Classroom Behavior OR | | | | | | | | | | | | | | | | | | | | | |
| EXED 518 Issues in Behavior Management | 3 hours | | | | | | | | | | | | | | | | | | | | |
| EXED 535 Curriculum for MSD | 3 hours | | | | | | | | | | | | | | | | | | | | |
| EXED 419G Assistive Technology/Classroom OR | | | | | | | | | | | | | | | | | | | | | |
| EXED 619 Assistive Technology for ASD | 3 hours | | | | | | | | | | | | | | | | | | | | |
| EXED 610 Introduction to ASD | 3 hours | | | | | | | | | | | | | | | | | | | | |
| EXED 630 Special Education Law and Finance | 3 hours | | | | | | | | | | | | | | | | | | | | |
| Total of Core Courses | 18 hours | | | | | | | | | | | | | | | | | | | | |

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|--|---|---|---|---|--|-------|----------|---|---|--|--|-------|----------|-------------------------------------|---|--|--|-------|----------|---------------------------------|----|--|--|-------|-------------------------|--|----|--|--|-------|-----------------------|--|----|--|--|-------|---|
| <p><i>This concentration is for those individuals who hold teaching certification in any area other than Exceptional Education.</i></p> <p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <table border="0"> <tr> <td>EXED 532</td> <td>Families, Professionals, and Exceptionalities</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 530</td> <td>Advanced Assessment Techniques</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 517</td> <td>Transition Services and Programming</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 590</td> <td>Internship in Special Education</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Subtotal</td> <td></td> <td>12</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Total of Core Courses</td> <td></td> <td>30</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> </table> | EXED 532 | Families, Professionals, and Exceptionalities | 3 | | | hours | EXED 530 | Advanced Assessment Techniques | 3 | | | hours | EXED 517 | Transition Services and Programming | 3 | | | hours | EXED 590 | Internship in Special Education | 3 | | | hours | Subtotal | | 12 | | | hours | Total of Core Courses | | 30 | | | hours | <p>hours)</p> <p>EXED 419 G – Assistive Technology (3 hours) OR EXED 619 – Assistive Technology for ASD (3 hours)</p> <p>Total – 21 hours of Advanced Preparation MSD Courses</p> <p>* Students have the option of adding the Autism Spectrum Disorders Certificate to the Advanced Preparation Teacher Leader MAE in Moderate and Severe Disabilities and may include 4 of the 5 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are:</p> <p>EXED 610 – Characteristics of ASD (3 hours)</p> <p>EXED 612 – Collaboration for Individuals with ASD (3 hours)</p> <p>EXED 615 – Instructional Strategies and Design in ASD (3 hours)</p> <p>EXED 618 – Social Skills Instruction and Behavioral Programming in ASD (3 hours)</p> <p>EXED 619 – Assistive Technology and Communication for ASD (3hours)</p> <p>Total Program Hours: 30 – 37 hours</p> <p>Note: Students choosing to complete the Autism Certificate Program will add an additional 3 hours to the program making the total program hours 33-40 hours.</p> |
| EXED 532 | Families, Professionals, and Exceptionalities | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXED 530 | Advanced Assessment Techniques | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXED 517 | Transition Services and Programming | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXED 590 | Internship in Special Education | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subtotal | | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total of Core Courses | | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Moderate and Severe Disabilities w/ previous MSD Certification</p> <p>Concentration Code: MSDM</p> <p>This concentration is for those individuals who hold prior certification or a Statement of Eligibility for certification in Exceptional Education, Moderate and Severe Disabilities (MSD). This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities, prescriptive teaching, and research in Exceptional Education. <i>This concentration is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, MSD.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <table border="0"> <tr> <td>EXED 615</td> <td>Instr. Strategies and Design for ASD</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 618</td> <td>Social Sk. and Beh. Programming for ASD</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 599</td> <td>Thesis</td> <td>6</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Subtotal</td> <td></td> <td>12</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Total with Core Courses</td> <td></td> <td>30</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> </table> | EXED 615 | Instr. Strategies and Design for ASD | 3 | | | hours | EXED 618 | Social Sk. and Beh. Programming for ASD | 3 | | | hours | EXED 599 | Thesis | 6 | | | hours | Subtotal | | 12 | | | hours | Total with Core Courses | | 30 | | | hours | | | | | | | |
| EXED 615 | Instr. Strategies and Design for ASD | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXED 618 | Social Sk. and Beh. Programming for ASD | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXED 599 | Thesis | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subtotal | | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total with Core Courses | | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <table border="0"> <tr> <td>EXED 615</td> <td>Instr. Strategies and Design for</td> <td>3</td> </tr> </table> | EXED 615 | Instr. Strategies and Design for | 3 | <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) OR EXED 534 – Action Research in Special Education (with advisor approval) and present research</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXED 615 | Instr. Strategies and Design for | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|----------|---|--|
| ASD | hours | results in a venue approved by their advisor. | |
| EXED 618 Social Sk. and Beh. Programming for ASD | 3 hours | | |
| EXED 590 Internship in Special Education | 3 hours | | |
| EXED 534 Research in Exceptional Education | 3 hours | | |
| Subtotal | 12 hours | | |
| Total with Core Courses | 30 hours | | |
| Moderate and Severe Disabilities w/previous LBD Certification with Focus on Autism | | | |
| Concentration Code: MSDL | | | |
| This concentration is for those individuals who hold prior certification or a Statement of Eligibility for certification in Exceptional Education, Learning and Behavior Disorders. This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities, prescriptive teaching, transitional services programming, and research in Exceptional Education. <i>This option is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, LBD.</i> | | | |
| <i>Specific Course Requirements – 18 hours + 15 hours of core courses</i> | | | |
| EXED 517 Transition Services and Programming | 3 hours | | |
| EXED 532 Families, Professionals, Exceptionalities | 3 hours | | |
| EXED 534 Seminar: Research in Excep. Child Educ. | 3 hours | | |
| EXED 615 Instructional Strategies and Design for ASD | 3 hours | | |
| EXED 618 Social Skills and Beh. Programming for ASD | 3 hours | | |
| Subtotal | 15 hours | | |
| Total with Core Courses | 33 hours | | |

4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Advanced Preparation Exceptional Education MSD students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.
- Admission requirements for students entering the Teacher Leader MAE program in Exceptional Education Advanced Preparation MSD, are being modified to be consistent with all other Teacher Leader MAE programs. The intention is that students in all Teacher Leader MAE programs, regardless of specialization component, will be working together in authentic activities within their Teacher Leader courses and forming Professional Learning Communities. Having consistent admission criteria for all Teacher Leader students promotes this atmosphere of collaboration.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

| | |
|--------------------------------|------------|
| School of Teacher Education: | 04/22/2010 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council | _____ |
| University Senate | _____ |

Attachment: Program Inventory Form

**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):

Spring 2011

6. Dates of prior committee approvals:

| | |
|--------------------------------|----------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | -- _____ |
| Professional Education Council | -- _____ |
| Graduate Council | -- _____ |

University Senate

Attachment: Program Inventory Form

| Current Program <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. #144</i> | Proposed Program <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. 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.</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. During the final semester of course work, the candidate must also pass an oral comprehensive exam.</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 CD 486G Language Disorders</p> <p><i>Specialization courses—12 hours</i> 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)</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>The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:</p> <ul style="list-style-type: none"> • Initial Certification in IECE • Advanced Certification for those with prior certification in IECE <p>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.</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>ADMISSION TO PROGRAM</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> <p>Admission to the Initial Certification Concentration requires the following:</p> <ul style="list-style-type: none"> • Completion of the IECE application process through the School of Teacher Education. This application |

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

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.**
- **Candidates must have at least a 3.0 cumulative GPA.**

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)
- 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.

Specific Course Requirements – 18 Hours + 18 Hours of Core Courses

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 520 Foundations of Action Research to Improve Instruction (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

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

Contact Person: Dr. Nedra Atwell, Nedra.atwell@wku.edu, 745-4647

1. Identification of program:

- 1.1 Current program reference number: 0426
- 1.2 Current program title: Planned Sixth-Year (Rank I) Director of Special Education
- 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 Director of Special Education.

| 3. Detailed program description: Current Program | Proposed Program |
|---|---|
| <p>Rank 1 and Certification for Director of Special Education Endorsement (30 hours) The endorsement for Director of Special Education may be recommended when the student has met the following conditions:</p> <ul style="list-style-type: none"> • Hold a valid certificate as a teach of exceptional children or school psychologist in one of the recognized categories of exceptionality • Completed three (3) years of full-time teaching as a teacher of special education or school psychologist • Master's degree from an accredited institution • A 3.0 GPA or above on all graduate work • An acceptable score on the GRE, MAT, or NTE • Recommendations • Gain acceptance to graduate studies • Complete a minimum of 15 graduate hours in the approved program of study with at least 9 hours taken at Western Kentucky University | <p><u>Admission Requirements:</u> Director of Special Education All Grades</p> <ol style="list-style-type: none"> 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current, valid teaching certificate for exceptional children or school psychologist.. 2. Has a master's degree from an accredited institution; 3. Has been recommended for admission by the Exceptional Education Graduate Admission Committee; 4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist; 5. Has a 3.2 GPA or above on all graduate work. |

4. Rationale for the proposed program change:

Department faculty feel 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:

School of Teacher Education 4/22/10

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council (for information) _____

University Senate (for information) _____

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

Contact Person: Dr. Nedra Atwell, Nedra.atwell@wku.edu, 745-4647

1. Identification of program:

- 1.1 Current program reference number: 132
- 1.2 Current program title: Certification-only in Teacher Education: Director of Special Education
- 1.3 Credit hours: 15 hours

2. Identification of the proposed program changes:

Dropping the GRE requirement for admission to the certification program for Director of Special Education.

| 3. Detailed program description: Current Program | Proposed Program |
|--|--|
| <p>Certification for Director of Special Education Endorsement (15 hours) The endorsement for Director of Special Education may be recommended when the student has met the following conditions:</p> <ul style="list-style-type: none"> • Hold a valid certificate as a teach of exceptional children or school psychologist in one of the recognized categories of exceptionality • Completed three (3) years of full-time teaching as a teacher of special education or school psychologist • Master's degree from an accredited institution • A 3.0 GPA or above on all graduate work • An acceptable score on the GRE, MAT, or NTE • Recommendations • Gain acceptance to graduate studies • Complete a minimum of 15 graduate hours in the approved program of study with at least 9 hours taken at Western Kentucky University | <p><u>Admission Requirements:</u> Director of Special Education All Grades</p> <ol style="list-style-type: none"> 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current, valid teaching certificate for exceptional children or school psychologist. 2. Has a master's degree from an accredited institution; 3. Has been recommended for admission by the Exceptional Education Graduate Admission Committee; 4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist; 5. Has a 3.2 GPA or above on all graduate work. |

4. Rationale for the proposed program change:

Department faculty feel 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:

| | |
|-------------------------------------|---------|
| School of Teacher Education | 4/22/10 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| Graduate Council (for information) | _____ |
| University Senate (for information) | _____ |

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Dr. Sherry Powers, sherry.powers@wku.edu, 5-4452

1. **Identification of proposed policy revision:** This is a request to increase the waiver granted to majors in Middle Grades Education (#579) in the requirement that the major include at least one-half upper division hours.
2. **Catalog statement of existing policy:** “At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except the minors in the business administration and computer information systems, and majors in social studies, art education, middle grades education, and middle grades science). Students with a minor in business administration or computer information systems receive a 3-hour waiver in upper division coursework in the minor. **Students with a major in social studies receive a 12-hour waiver in the upper division hour requirement in the major field. Art education, middle grades education, and middle grades science majors receive a 6-hour waiver in the major.** A registered nurse (RN) with an associate degree in nursing receives a 6-hour waiver in the upper division hour requirement for the baccalaureate nursing major.”
3. **Catalog statement of proposed policy:** “At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except the minors in the business administration and computer information systems, and majors in social studies, art education, middle grades education, and middle grades science). Students with a minor in business administration or computer information systems receive a 3-hour waiver in upper division coursework in the minor. **Students with majors in social studies and middle grades education receive a 12-hour waiver in the upper division hour requirement in the major field. Art education and middle grades science majors receive a 6-hour waiver in the major.** A registered nurse (RN) with an associate degree in nursing receives a 6-hour waiver in the upper division hour requirement for the baccalaureate nursing major.”
4. **Rationale for proposed policy revision:** The major in middle grades education is a large major, including not only course work in professional education but content courses in two teaching fields. Because prospective middle grades teachers must have breadth of content across several disciplines, this necessarily means that they are required to take mostly lower division courses in the content areas. For example, in order to be certified to teach middle grades social studies, students must complete courses in history, political science, economics, geography, and either sociology or anthropology. Most of the upper division courses MGE students complete are the professional education courses, including PSY 310 *Educational Psychology*, EXED 330 *Introduction to Exceptional*

Education, MGE 385 Middle Grades Teaching Strategies, LTCY 421 Reading in the Middle School, PSY 421 Psychology of Early Adolescence, a methods course for each content area, and student teaching hours.

Because MGE students are required to take such a large number of both lower division hours and total program hours, a couple of years ago the faculty in MGE successfully sought approval for a 6-hour blanket exception to the upper division hour requirement (see catalog, p. 17). For main campus MGE students this 6-hour waiver solved the problem. However, it did not solve the problem for some MGE students at the regional campuses.

The problem for MGE students at Elizabethtown and Owensboro is that ECTC and OCTC offer lower level equivalent courses for PSY 310 (EDP 202) and EXED 330 (EDP 203). Because these are available at ECTC and OCTC, most students in those regions take the KCTCS equivalents. Therefore, MGE students at E-town and Owensboro take 6 fewer hours of upper division course work than do students at the main campus, so the present 6-hour exception for MGE students is not enough for them. As a result, it has been necessary to make individual appeals to the Committee on Credits and Graduation for nearly all students in Middle Grades Education at the Elizabethtown and Owensboro campuses. Thus, the faculty request an increase in the exception to 12 hours.

5. Impact of proposed policy revision on existing academic or non-academic policies: It is not anticipated that this change will have an impact on other policies. Students granted the waiver in the upper division hour requirement will still be expected to meet the university's requirement of at least 42 hours of upper division credit overall.

6. Proposed term for implementation: Fall, 2010

7. Dates of prior committee approvals:

| | |
|------------------------------------|----------------|
| School of Teacher Education | March 19, 2010 |
| CEBS Curriculum Committee | _____ |
| Professional Education Council | _____ |
| UCC Academic Policy Subcommittee | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

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

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

1. Identification of program:

- 1.1 Current program reference number: (various). The proposed policy addition will apply to all undergraduate programs leading to initial certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
- 1.2 Current program title: (various). The proposed policy addition will apply to all undergraduate programs leading to initial certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
- 1.3 Credit hours: varies by program

2. Identification of the proposed program changes:

- Modifies all programs by adding a field experience policy.

3. Detailed program description:

| Current policy | Proposed policy |
|---|---|
| Not applicable; no formal field experience policy statement exists. | WKU undergraduate teacher preparation programs are designed to meet the University's standards for baccalaureate degrees and the Kentucky standards for the designated teaching certificate. All undergraduate professional education programs require completion of field experiences in appropriate off-campus settings as well as student teaching. The number of required hours of field experiences varies by program; however, a minimum of 75 hours of off-campus field experience is required in professional education courses. In addition, all programs require one 16-week or two 8-week full-time student teaching placements, totaling at least 430 hours. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on race, ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB test, a current physical exam, and a current criminal background |

| | |
|--|--------|
| | check. |
|--|--------|

4. Rationale for the proposed program change: The proposed policy is a formalization of informal guidelines that have been followed for many years. Faculty and administrators in undergraduate teacher education programs are putting on program webpages as much information as possible about program requirements, and when we could find no “official” statement of a policy on field placements, we recognized the need to create one. The proposed policy will apply to all undergraduate students in programs leading to initial teacher certification, including programs in Elementary Education; Middle Grades Education; Exceptional Education; Interdisciplinary Early Childhood Education, and P-12, 5-12, and 8-12 Secondary Education.

5. Proposed term for implementation: Fall, 2011

6. Dates of prior committee approvals:

- School of Teacher Education _4/9/10_____
- CEBS Curriculum Committee _____
- Professional Education Council _____
- Undergraduate Curriculum Committee _____
- University Senate _____