

CEBS CURRICULUM COMMITTEE
3:00 pm – February 2, 2016
GRH 3073

- I. Approval of Minutes of the October 6, 2015 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean’s Office and then meeting minutes and agendas.)

II. **New Business**

Department of Psychology

1. Revise Program – 0476, Doctor of Psychology in Applied Psychology

School of Teacher Education

1. Revise Course Prerequisites/Corequisites – SPED 400, Behavior Management Strategies in Special Education
2. Create New Course – SEC 350, Clinical Practices in Secondary Teaching I
3. Create New Course – SEC 450, Clinical Practices in Secondary Teaching II
4. Revise Program – 5003, Special Education/Elementary Education Learning and Behavior Disorders and Elementary Education
5. Revise Program – 621, Business and Marketing Education (B & M Ed)
6. Pre-Proposal for New Academic Program – Gifted Education and Talent Development

Educational Administration, Leadership and Research

1. Revise Program – 121, Supervisor of Instruction, Rank I and Endorsement
2. Revise Program – 121, Director of Pupil Personnel Rank I and Endorsement
3. Revise Program – 131, Supervisor of Instruction, Endorsement
4. Revise Program – 131, Director of Pupil Personnel Endorsement

III. **Other Business**

**Revise a Program
(Action)**

Date: 9/21/2015
 College: College of Education and Behavioral Sciences
 Department: Psychology
 Contact Person: Rick Grieve
 5-4417
 rick.grieve@wku.edu

1. Identification of program:

- 1.1 Reference number: 0476
 1.2 Program title: Doctor of Psychology in Applied Psychology

2. Proposed change(s):

- 2.1 title:
 2.2 admission criteria:
 2.3 curriculum:
 - Removed PSYS classes that department was not comfortable with us offering as options
 - Fixed Statistics/Research Design section in the core to better conform with APA recommendations to obtain accreditation.
 - Tightened up the Therapy section in the Clinical concentration to better conform with APA recommendations to obtain accreditation.
 - Correct listing problems with the Therapies and Interventions with Children speciality area to include the correct identification for courses.
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
The Psy.D. program in Applied Psychology follows the practitioner-scholar model of training, promoting application of the foundational knowledge of the science of psychology to clinical practice and the development of interpersonal and scientific skills for use in implementing and evaluating practice. The mission of the program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills and mastery of clinical practice and evidence-based interventions, and who can apply their knowledge and skills within a range of settings, including rural and underserved populations. Upon completion of the internship,	The Psy.D. program in Applied Psychology follows the practitioner-scholar model of training, promoting application of the foundational knowledge of the science of psychology to clinical practice and the development of interpersonal and scientific skills for use in implementing and evaluating practice. The mission of the program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills and mastery of clinical practice and evidence-based interventions, and who can apply their knowledge and skills within a range of settings, including rural and underserved populations. Upon completion of the internship,

<p>graduates will be eligible to apply for licensure as psychologists. The program will require two capstone experiences – a dissertation and a pre-doctoral internship. The dissertation serves to document the student’s mastery of scientific skills while the pre-doctoral internship serves to document the student’s ability to integrate and apply knowledge and skills in community settings and evaluate practices. Psychologists trained within this practitioner/scholar model program will be qualified to establish careers in the private and public sectors, including clinics, hospitals, community agencies and schools. They may also teach and provide supervision in colleges and universities.</p>	<p>graduates will be eligible to apply for licensure as psychologists. The program will require two capstone experiences – a dissertation and a pre-doctoral internship. The dissertation serves to document the student’s mastery of scientific skills while the pre-doctoral internship serves to document the student’s ability to integrate and apply knowledge and skills in community settings and evaluate practices. Psychologists trained within this practitioner/scholar model program will be qualified to establish careers in the private and public sectors, including clinics, hospitals, community agencies and schools. They may also teach and provide supervision in colleges and universities.</p>
<p>The Psy.D. in Applied Psychology prepares students to:</p> <ul style="list-style-type: none"> Function as competent practitioner/scholars, skilled in developing, providing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration; Provide ethical, competent, and professional supervision of psychological practice in their communities of practice; and Contribute to the practice and scholarship of psychology, consistent with the practitioner/scholar model, with the capacity to review scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes. 	<p>The Psy.D. in Applied Psychology prepares students to:</p> <ul style="list-style-type: none"> Function as competent practitioner/scholars, skilled in developing, providing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration; Provide ethical, competent, and professional supervision of psychological practice in their communities of practice; and Contribute to the practice and scholarship of psychology, consistent with the practitioner/scholar model, with the capacity to review scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.
<p>The Psy.D. in Applied Psychology is designed as a completion or advanced program for professionals who hold master’s or specialist’s degrees in clinical psychology, school psychology or closely related fields. Students chose one of the two concentrations, Clinical Psychology and School Psychology. Coursework builds upon prior graduate study in psychology and is designed to enable students to pursue licensure in the state of Kentucky. As prior graduate preparation in psychology may vary, each student’s academic background will be reviewed with respect to coursework in</p>	<p>The Psy.D. in Applied Psychology is designed as a completion or advanced program for professionals who hold master’s or specialist’s degrees in clinical psychology, school psychology or closely related fields. Students chose one of the two concentrations, Clinical Psychology and School Psychology. Coursework builds upon prior graduate study in psychology and is designed to enable students to pursue licensure in the state of Kentucky. As prior graduate preparation in psychology may vary, each student’s academic background will be reviewed with respect to coursework in</p>

foundations of psychology and professional skills. Any identified deficiencies will need to be remediated prior to admission to candidacy.	foundations of psychology and professional skills. Any identified deficiencies will need to be remediated prior to admission to candidacy.
CURRENT PROGRAM	PROPOSED PROGRAM
<p>Degree Requirements The Psy.D. program is a 48-hour program with two concentrations, Clinical Psychology and School Psychology. All students complete 27 hours of core coursework and 21 hours of concentration coursework. A minimum of 36 hours must be completed at WKU, with the student in residence at least two years. Courses taken to meet requirements for foundational coursework (i.e., deficiency courses) may not be used to satisfy program requirements.</p> <p>\</p> <p><u>Core Competency Areas (27 hours)</u> <u>Statistics/Research Methods (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: PSYS 504: Advanced Research Methods PSY 505: Statistical Software PSYS 512: Experimental Design and ANOVA PSYS 513: Advanced Statistical Analysis PSYS 563: Statistics/Psychometrics SWRK 540: Foundations of Social Work Research Methods SWRK 640: Applied Social Work Research EDLD 712: Research Methods and Design for Educational Leaders EDLD 722: Measurement and Survey Methods for Educational Leaders</p> <p><u>History and Systems (3 hours)</u> PSY 701: History and Systems of Applied Psychology, or equivalent course with advisor approval.</p> <p><u>Psychopharmacology (3 hours)</u> PSY 751: Clinical Psychopharmacology, or equivalent course with advisor approval.</p> <p><u>Family Systems (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: CNS 588: Family Systems Counseling</p>	<p>Degree Requirements The Psy.D. program is a 48-hour program with two concentrations, Clinical Psychology and School Psychology. All students complete 27 hours of core coursework and 21 hours of concentration coursework. A minimum of 36 hours must be completed at WKU, with the student in residence at least two years. Courses taken to meet requirements for foundational coursework (i.e., deficiency courses) may not be used to satisfy program requirements.</p> <p>\</p> <p><u>Core Competency Areas (27 hours)</u> <u>Statistics/Research Methods (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: EDFN 500 Research Methods EDFN 501 Educational Statistics EDFN 740 – Intermediate Statistics and Design EDFN 744 Advanced Research Seminar</p> <p><u>History and Systems (3 hours)</u> PSY 701: History and Systems of Applied Psychology, or equivalent course with advisor approval.</p> <p><u>Psychopharmacology (3 hours)</u> PSY 751: Clinical Psychopharmacology, or equivalent course with advisor approval.</p> <p><u>Family Systems (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval:</p>

<p>PSY 741: Family Systems in Therapy</p> <p><u>Basic Supervision (3 hours)</u> PSY 777: Foundations of Supervision, or equivalent course, with advisor approval.</p> <p><u>Dissertation (6 hours)</u> PSY 799: Dissertation in Psychology</p> <p><u>Internship (6 hours)</u> PSY 895: Pre-Doctoral Internship</p> <p><i>Concentrations</i> <i>Clinical Psychology Concentration (21 hours)</i> <u>Psychotherapy (6 hours)</u> Select two of the following, or equivalent courses, with advisor approval: CNS 554: Group Counseling CNS 558: Counseling Theories CNS 559: Techniques of Counseling CNS 561: Counseling Children CNS 562: Counseling Adolescents CNS 569: Play Therapy CNS 582: Sex Therapy Techniques in Counseling CNS 583: Couples Counseling CNS 653: Brief Counseling PSY 641/PSYS 641: Theories of Psychotherapy PSY 642: Clinical Interviewing and Psychotherapy PSY 662: Practicum in Psychotherapy SWRK 620: Advanced Psycho-Social Approaches for Rural Practice SWRK 675: Expressive Therapies</p> <p><u>Assessment (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: CNS 552: Testing and Assessment in Counseling CNS 567: Mental Health Diagnosis and Treatment in Counseling CNS 654: Educational and Intellectual Analysis of Children and Adults PSY 560: Cognitive/Intellectual Assessment PSY 561: Advanced Assessment in Educational Settings PSY 562: Practicum in Psychological</p>	<p>CNS 588: Family Systems Counseling PSY 741: Family Systems in Therapy</p> <p><u>Basic Supervision (3 hours)</u> PSY 777: Foundations of Supervision, or equivalent course, with advisor approval.</p> <p><u>Dissertation (6 hours)</u> PSY 799: Dissertation in Psychology</p> <p><u>Internship (6 hours)</u> PSY 895: Pre-Doctoral Internship</p> <p><i>Concentrations</i> <i>Clinical Psychology Concentration (21 hours)</i> <u>Psychotherapy (6 hours)</u> Select two of the following, or equivalent courses, with advisor approval: PSY 642: Clinical Interviewing and Psychotherapy PSY 862: Advanced Interventions in Psychotherapy</p> <p><u>Assessment (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: CNS 552: Testing and Assessment in Counseling CNS 567: Mental Health Diagnosis and Treatment in Counseling CNS 654: Educational and Intellectual Analysis of Children and Adults</p>
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<p>Assessment PSY 643: Educational Assessment and Intervention PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning PSY 660: Personality and Socio-emotional Assessment PSY 766: Assessment of Autism Spectrum Disorders SWRK 623: Advanced Social Work Clinical Assessment and Intervention</p> <p><u>Developmental Psychology (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: ADED 611: Adult Development and Learning CNS 557: Human and Family Development in Counseling PSYS 521: Advanced Child Developmental Psychology</p> <p><u>Applied Clinical Practice (3 hours)</u> PSY 801: The Profession of Clinical Psychology, or equivalent course, with advisor approval.</p> <p><u>Advanced Supervision (3 hours)</u> PSY 877: Advanced Clinical Supervision, or equivalent course, with advisor approval.</p> <p><u>Practicum (3 hours)</u> PSY 791: Advanced Psychology Practice, or equivalent course, with advisor approval.</p> <p><i>School Psychology Concentration (21 hours)</i> <u>Seminar in School Psychology (3 hours)</u> PSY 785: Doctoral Seminar in School Psychology, or equivalent course, with advisor approval.</p> <p><u>Psychological Interventions (3 hours)</u> PSY 792: Advanced Practicum in Intervention, or equivalent course, with advisor approval.</p> <p><u>Psychopathology (3 hours)</u> PSY/PSYS 640: Psychopathology, or equivalent course, with advisor approval.</p>	<p>PSY 560: Cognitive/Intellectual Assessment PSY 561: Advanced Assessment in Educational Settings PSY 562: Practicum in Psychological Assessment PSY 643: Educational Assessment and Intervention PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning PSY 660: Personality and Socio-emotional Assessment PSY 766: Assessment of Autism Spectrum Disorders SWRK 623: Advanced Social Work Clinical Assessment and Intervention</p> <p><u>Developmental Psychology (3 hours)</u> Select one of the following, or an equivalent course, with advisor approval: ADED 611: Adult Development and Learning CNS 557: Human and Family Development in Counseling</p> <p><u>Applied Clinical Practice (3 hours)</u> PSY 801: The Profession of Clinical Psychology, or equivalent course, with advisor approval.</p> <p><u>Advanced Supervision (3 hours)</u> PSY 877: Advanced Clinical Supervision, or equivalent course, with advisor approval.</p> <p><u>Practicum (3 hours)</u> PSY 791: Advanced Psychology Practice, or equivalent course, with advisor approval.</p> <p><i>School Psychology Concentration (21 hours)</i> <u>Seminar in School Psychology (3 hours)</u> PSY 785: Doctoral Seminar in School Psychology, or equivalent course, with advisor approval.</p> <p><u>Psychological Interventions (3 hours)</u> PSY 792: Advanced Practicum in Intervention, or equivalent course, with advisor approval.</p>
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<p><u>Diversity (3 hours)</u> PSY 520: Individual Differences and Diversity, or equivalent course, with advisor approval.</p> <p><u>Specializations in School Psychology (9 hours)</u> Students will complete 9 hours in one of three specializations:</p> <p><i>Therapies and Interventions with Children</i> CNS 569: Play Therapy CNS 669: Advanced Play Therapy</p> <p>One of the following: CNS 669: Expressive Arts in Counseling CNS 669: Sandtray Techniques in Counseling</p> <p>Equivalent courses may be substituted with advisor approval.</p> <p><i>Autism Spectrum Disorder</i> PSY 766: Assessment of Autism Spectrum Disorders SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD</p> <p>Equivalent courses may be substituted with advisor approval.</p> <p><i>Educational Leadership</i> EDAD 585: Fundamentals of School Administration EDAD 620: Seminar in Administration of Special Education EDAD 630: Special Education Law and Finance EDAD 659: Strategic Planning in Education</p> <p>EDAD 677: Legal Issues for Professional Educators EDAD 684: Instructional Leadership</p> <p>.</p>	<p><u>Psychopathology (3 hours)</u> PSY 640: Psychopathology, or equivalent course, with advisor approval.</p> <p><u>Diversity (3 hours)</u> PSY 520: Individual Differences and Diversity, or equivalent course, with advisor approval.</p> <p><u>Specializations in School Psychology (9 hours)</u> Students will complete 9 hours in one of three specializations:</p> <p><i>Therapies and Interventions with Children</i> CNS 569: Play Therapy CNS 611: Advanced Play Therapy</p> <p>One of the following: CNS 612: Expressive Arts in Counseling CNS 613: Sandtray Techniques in Counseling</p> <p>Equivalent courses may be substituted with advisor approval.</p> <p><i>Autism Spectrum Disorder</i> PSY 766: Assessment of Autism Spectrum Disorders SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD</p> <p>Equivalent courses may be substituted with advisor approval.</p> <p><i>Educational Leadership</i> EDAD 585: Fundamentals of School Administration EDAD 620: Seminar in Administration of Special Education EDAD 630: Special Education Law and Finance EDAD 659: Strategic Planning in Education</p> <p>EDAD 677: Legal Issues for Professional Educators EDAD 684: Instructional Leadership</p>
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4. Rationale:

- After attending an accreditation workshop with the American Psychological Association Council of Accreditation, it was suggested that the program streamline offerings in some of the areas in order to assure that students are all receiving the same learning experiences and achieving the same learning outcomes.
- In the same vein, the Statistics/Research Method section of the core has been revised to provide fewer course options in order to ensure that all students are receiving the same educational experience.
- The Department of Psychological Sciences has indicated that they are not able to accommodate doctoral students in their classes.
- The School Psychology Concentration Specialization of Therapies and Interventions with Children initially included courses that were in the process of being created and, thus, had temporary identification numbers associated with them. Those courses are currently in the approval process, but the corrected numbers have been associated with them.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department	<u>11/20/2015</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Dusteen Knotts, Jdusteen.knotts@wku.edu 270 745 3747

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPED 400
 - 1.2 Course title: Behavior Management Strategies in Special Education
- 2. Current prerequisites/corequisites/special requirements:**
SPED 424 and admission to professional education
- 3. Proposed prerequisites/corequisites/special requirements:**
SPED 424 and admission to professional education or instructor permission
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
Opportunity for partnering with local schools has been afforded to program majors. This opportunity demands re-order of program courses, which is accomplished by instructor permission being added.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** permanent
- 7. Dates of prior committee approvals:**

Department/ Unit _____	<u>11/13/15</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 350
- 1.2 Course title: Clinical Practices in Secondary Teaching I
- 1.3 Abbreviated course title: Clinical Prac in Sec Teaching I
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 9 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: EDU 250 and PSY 310
- 1.7 Course description:
Develop a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

2. Rationale:

- 2.1 Reason for developing the proposed course:
At this time teacher candidates take a combination of SEC 351, SEC 352, and SEC 453 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, teacher candidates will teach in high school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the first clinical course.

Considering the field experiences, currently students are released for field placements on their own without WKU faculty supervision in the schools. The current model leads to inconsistent field experiences among the candidates. In contrast, the proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty.

In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at three different sites for the three different courses. As the secondary teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Teacher

candidates will be in the clinical setting for approximately fourteen hours per week. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the high school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the secondary classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining high school students.

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual high school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real high school classroom.

- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is based on the number in our current cohort, typically 10 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course combines SEC 351 (Teaching Strategies), SEC 352 (Planning for Diversity), and SEC 453 (Management for Instruction). Three years ago, the Council for Post-Secondary Education awarded WKU a grant to revise our secondary education program to make it more clinical. Secondary Education created two blocks of courses that were taught in the public high schools. In the first semester teacher candidates took SEC 351 and SEC 352, with classes being held in the local high schools. After class, teacher candidates then practiced those skills immediately in the high school classroom with WKU faculty observing and mentoring them. With the clinical model it became evident that teacher candidates needed more classroom management support earlier. So, classroom management strategies were introduced in the first semester. This course proposal would formalize the current structure.

In Elementary Education, the program has grouped courses to create two semesters of blocked classes so teacher candidates can work and learn in the clinical setting for an entire school day. In the first block, teacher candidates take Student Diversity in the Classroom (ELED 355), Teaching Strategies for Elementary Teachers II (ELED 365), and Materials and Methods in Social Studies Course (ELED 407). In the second block of courses, teacher candidates sign up for Teaching Mathematics in the Elementary School (ELED 405), Teaching Science in the Elementary School (ELED 406), and Senior Projects in Elementary Education (ELED 465).

- 2.4 Relationship of the proposed course to courses offered in other departments: Several other departments include clinical experiences as a required component of their program. Dental Hygiene has Clinical Dental Hygiene I (DH 271), Clinical Dental Hygiene II (DH 271), and Clinical Dental Hygiene III (DH 370). During these courses WKU students are supervised by a licensed dental hygienist as they practice the real-world skills of dental hygiene. In Nursing, they have several clinical classes

that meet for 7.5 hours one day a week in a clinical setting. These classes include Clinical Mental Health Nursing (NURS 344) and Clinical: Fundamentals in Nursing (NURS 334). The School of Teacher Education is modeling the clinical teacher education courses after the medical model of clinical experiences.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The Council for Accreditation of Educator Preparation in indicator 2.1 entitled Clinical Partnerships and Practices states: “The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology- enhanced learning opportunities, are structured to have multiple performance- based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P- 12 students.”

With this demand for more clinically-based programs, universities are beginning to revise curriculum. Eastern Kentucky University has six clinical courses including a year-long residency (CED 450 and CED 499). Similar to the proposed course, they are evaluating candidates based on students' performance data; formative and summative assessments; data from structured observations of candidates' classroom skills by supervising teachers and clinical educators, and professional dispositions. Similar to WKU’s program, teacher candidates are regularly evaluated on their teaching performance using a performance rubric aligned with the Kentucky Teacher Standards and the Teacher Professional Growth and Evaluation System (TPGES).

3. Discussion of proposed course:

3.1 Schedule type: H

3.2 Learning Outcomes: *Teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Develop instructional outcomes that are clear, are written in the form of secondary student learning, and suggest viable methods of assessment.
- Design learning outcomes that represent rigorous and important learning in the secondary content discipline.
- Design assessments for high school classroom with criteria and aligned to standards.
- Plan a well-developed strategy for using formative assessment.
- Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation and significant cognitive challenge, and e) display awareness of a variety of resources within the secondary school and on the Internet.

- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, and j) appropriate pacing.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.3 Content outline:

- Teacher professionalism
- Higher-order thinking instructional tasks
- Learning target and objectives
- Formative and summative assessment
- Teaching strategies
- Curriculum development and lesson planning
- Lesson implementation
- Classroom management
- Diversity relating to both teacher/student relations and curriculum content
- Questioning
- Effective teaching practices
- Reflection

3.4 Student expectations and requirements:

- Professionalism and self-evaluation
- Develop tasks at various thinking levels
- Formative and summative assessment performance task
- Questioning performance task
- Classroom management performance task
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

3.5 Tentative texts and course materials:

- Roberts, J.L., & Inman, T.F. (2009). *Strategies for differentiating instruction: Best practices for the classroom*. 2nd ed. Waco, TX: Prufrock Press.
- Stobaugh, R. (2013). *Assessing critical thinking in middle and high schools: Meeting the Common Core*. Eye on Education: Larchmont, NY.
- Walsh, J.A., & Sattes, B.D. (2011). *Thinking through quality questioning*. Thousand Oaks, CA: Corwin.
- Burden, P.R., & David, M. B. (2013). *Methods for effective teaching: Meeting the needs of all students*. New York, NY: Pearson.
- Maxwell, M., Stobaugh, R., & Tassell, J. (2016). *Real-world learning framework for secondary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree.

4. Resources:

- 4.1 Library resources: Library resources are adequate for the needs of this course.
- 4.2 Computer resources: Computer resources are adequate for the needs of this course.

5. Budget implications:

- 5.1 Proposed method of staffing: One existing WKU School of Teacher Education professor would be loaded for nine hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course would be capped at 10 students due to the observations.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation:

Fall 2016

7. Dates of prior committee approvals:

School of Teacher Education	12/9/15
College of Education Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 450
- 1.2 Course title: Clinical Practices in Secondary Teaching II
- 1.3 Abbreviated course title: Clinical Prac in Sec Teaching II
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: SEC 350; Corequisite: LTCY 421 and appropriate content methods courses (e.g. SEC 475, SEC 481)
- 1.7 Course description: Develop an advanced knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

2. Rationale:

- 2.1 Reason for developing the proposed course:
At this time teacher candidates take a combination of SEC 351, SEC 352, and SEC 453 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, teacher candidates will teach in high school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the second clinical course.

Considering the field experiences, currently teacher candidates are released for field placements on their own without WKU faculty supervision in the schools. The current model leads to inconsistent field experiences among the candidates. In contrast, the proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty.

In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at three different sites for the three different courses. As the secondary teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Teacher

candidates will be in the clinical setting for approximately fourteen hours per week in this course while also taking LTCY 421 and their content area methods class. Time will be flexibly managed so teacher candidates can practice the skills taught in the WKU class immediately after instruction in the high school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the secondary classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and managing high school students. **These three additional hours are important to give teacher candidates credit for the clinical hours in the field.**

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual high school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real high school classroom.

- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is based on the number in our current cohort, typically 10 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: Three years ago, the Council for Post-Secondary Education awarded WKU a grant to revise our secondary education program to make it more clinical. Secondary Education developed two blocks of courses that were completely taught in the public high schools. In the second semester teacher candidates took Management of Instruction (SEC 453), a Social Studies or English methods course (SEC 475 or SEC 481), and LTCY 421 (Reading in the High School), with classes being held in the local high schools. After class, teacher candidates then practiced those skills immediately in the high school classroom with WKU faculty observing and mentoring them. With the clinical model it became evident that teacher candidates need more classroom management support earlier. So, classroom management strategies were introduced in the first semester.

This course is an extension of SEC 351 (Teaching Strategies), SEC 352 (Planning for Diversity), and SEC 453 (Management for Instruction). It reinforces the content taught in the first block of clinical courses as teaching is a rigorous process. In Elementary Education, the program has grouped courses to create two semesters of blocked classes so teacher candidates can work and learn in the clinical setting for an entire school day. In the first block, teacher candidates take Student Diversity in the Classroom (ELED 355), Teaching Strategies for Elementary Teachers II (ELED 365), and Materials and Methods in Social Studies Course (ELED 407). In the second block of courses, teacher candidates sign up for Teaching Mathematics in the Elementary School (ELED 405), Teaching Science in the Elementary School (ELED 406), and Senior Projects in Elementary Education (ELED 465).

- 2.4 Relationship of the proposed course to courses offered in other departments: Several other departments include clinical experiences as a required component of their program. Dental Hygiene has Clinical Dental Hygiene I (DH 271), Clinical Dental Hygiene II (DH 271), and Clinical Dental Hygiene III (DH 370). During these courses WKU students are supervised by a licensed dental hygienist as they practice the real-world skills of dental hygiene. In Nursing, they have several clinical classes that meet for 7.5 hours one day a week in a clinical setting. These classes include Clinical Mental Health Nursing (NURS 344) and Clinical: Fundamentals in Nursing (NURS 334). The School of Teacher Education is modeling the clinical teacher education courses after the medical model of clinical experiences.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The Council for Accreditation of Educator Preparation in indicator 2.1 entitled Clinical Partnerships and Practices states: “The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology- enhanced learning opportunities, are structured to have multiple performance- based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P- 12 students.”

With this demand for more clinically-based programs, universities are beginning to revise curriculum. Eastern Kentucky University has six clinical courses including a year-long residency (CED 450 and CED 499). Similar to the proposed course, they are evaluating candidates based on students' performance data; formative and summative assessments; data from structured observations of candidates' classroom skills by supervising teachers and clinical educators, and professional dispositions. Similar to WKU's program, teacher candidates are regularly evaluated on their teaching performance using a performance rubric aligned with the Kentucky Teacher Standards and the Teacher Professional Growth and Evaluation System (TPGES).

3. Discussion of proposed course:

3.1 Schedule type: H

3.2 Learning Outcomes: This course will reinforce principles taught in SEC 350.

Teacher *candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Create lesson plans which a) demonstrate an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation and significant cognitive challenge, e) display awareness of a variety of resources within the secondary school and on

the Internet, f) incorporate differentiated strategies, g) utilize effective approaches for their content area, and h) include appropriate literacy strategies.

- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, j) proper pacing, and k) appropriate response to diverse learners.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.3 Content outline:

- Teacher professionalism
- Advanced strategies and techniques to address the diversity in the classroom
- Advanced content area and literacy strategies
- Classroom management
- Reflection

3.4 Student expectations and requirements:

- Professionalism and self-evaluation
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

3.5 Tentative texts and course materials: The course will continue to use the texts from the first semester building and reinforcing key goals.

- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass Inc. Pub.

4. Resources:

- 4.1 Library resources: Library resources are adequate for the needs of this course.
- 4.2 Computer resources: Computer resources are adequate for the needs of this course.

5. Budget implications:

- 5.1 Proposed method of staffing: One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course would be capped at 10 students due to the observations.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation:

Fall 2016

7. Dates of prior committee approvals:

School of Teacher Education

12/9/15

College of Education Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

**Revise a Program
(Action)**

Date: January 8, 2016

College: College of Education and Behavioral Sciences

Department: Exceptional Education

Contact Person: E. Gail Kirby, Ed.D. gail.kirby@wku.edu; 5-3746

1. Identification of program:

1.1 Reference number: 5003

1.2 Program title: Special Education/Elementary Education Learning and Behavior Disorders and Elementary Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria: Admission changes in the sequence of courses and move SPED 400 in the order of the course offerings for admission.

2.3 curriculum: Drop SPED 330: Introduction to Exceptional Education: Diversity in Learning (3) from the major.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Acceptance to the Professional Teacher Education prior to Block 1 courses of ELED 365; SPED 424; and ELED 407</p> <ul style="list-style-type: none"> Cumulative grade point average of 2.75 Test Scores – State minimum passing scores for CASE for admission to the professional education unit as defined by current state guidelines. Critical thinking, communication, creativity and collaboration skills are built into the Critical Performance Indicator Assessments to meet 21st Century Skills (Silva, 2008). These skills must be demonstrated successfully to pass the CPI’s prior to Transition Point 2 and admission to Student Teaching. <p>Application to include</p> <ul style="list-style-type: none"> 3 positive faculty references, physical (including TB test), 	<p>Program Admission</p> <p>Acceptance to the Professional Teacher Education prior to Block 1 courses of ELED 365; SPED 400; and ELED 407</p> <ul style="list-style-type: none"> Cumulative grade point average of 2.75 Test Scores – State minimum passing scores for current PRAXIS test requirements for admission to the professional education unit as defined by current state guidelines. Critical thinking, communication, creativity and collaboration skills are built into the Critical Performance Indicator Assessments to meet 21st Century Skills (Silva, 2008). These skills must be demonstrated successfully to pass the CPI’s prior to Transition Point 2 and admission to Student Teaching. <p>Application to include</p> <ul style="list-style-type: none"> 3 positive faculty references, physical (including TB test),

<ul style="list-style-type: none"> • successful KY criminal background check, and • a signed code of ethics <p>Curriculum List of Required Courses: The related studies component consists of required courses presented outside of the School of Teacher Education of 30 semester hours and includes the following courses: MATH 205 NUMBER SYSTEMS AND NUMBER THEORY FOR TEACHERS (3) MATH 206 FUNDAMENTALS OF GEOMETRY FOR TEACHERS (3) MATH 308 RATIONAL NUMBERS AND DATA ANALYSIS FOR TEACHERS (3) LME 318 CHILDREN’S LITERATURE (3) ENG 300 WRITING IN THE DISCIPLINES. (3) MUS 314 COMPREHENSIVE ARTS EDUCATION FOR THE ELEMENTARY TEACHER (3) SPED 330 INTRODUCTION TO EXCEPTIONAL EDUCATION: DIVERSITY IN LEARNING (3) PE 354 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (3) GEOG 451 GEOGRAPHY OF KENTUCKY (3) OR HIST 456 KENTUCKY HISTORY (3) LME 448 TECHNOLOGY APPLICATIONS IN EDUCATION (3) OR CIS 141 BASIC COMPUTER LITERACY (3)</p> <p>The professional education component is 61 hours and is sequenced as follows: EDU 250 INTRODUCTION TO TEACHER EDUCATION (3) PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING (3) LTCY 320 FOUNDATIONS OF TEACHING LITERACY IN THE ELEMENTARY GRADES (3) SPED 335 FOUNDATIONS OF SPECIAL EDUCATION (3) SPED 345 LBD SECONDARY METHODS (3) SPED 340 LBD ELEMENTARY INSTRUCTIONAL METHODS (3) ELED 365 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS II (3)</p>	<ul style="list-style-type: none"> • successful KY criminal background check, and • a signed code of ethics <p>Curriculum List of Required Courses: The related studies component consists of required courses presented outside of the School of Teacher Education of 27 semester hours and includes the following courses: MATH 205 NUMBER SYSTEMS AND NUMBER THEORY FOR TEACHERS (3) MATH 206 FUNDAMENTALS OF GEOMETRY FOR TEACHERS (3) MATH 308 RATIONAL NUMBERS AND DATA ANALYSIS FOR TEACHERS (3) LME 318 CHILDREN’S LITERATURE (3) ENG 300 WRITING IN THE DISCIPLINES. (3) MUS 314 COMPREHENSIVE ARTS EDUCATION FOR THE ELEMENTARY TEACHER (3) PE 354 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (3) GEOG 451 GEOGRAPHY OF KENTUCKY (3) OR HIST 456 KENTUCKY HISTORY (3) LME 448 TECHNOLOGY APPLICATIONS IN EDUCATION (3) OR CIS 141 BASIC COMPUTER LITERACY (3)</p> <p>The professional education component is 61 hours and is sequenced as follows: EDU 250 INTRODUCTION TO TEACHER EDUCATION (3) PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING (3) LTCY 320 FOUNDATIONS OF TEACHING LITERACY IN THE ELEMENTARY GRADES (3) SPED 335 FOUNDATIONS OF SPECIAL EDUCATION (3) SPED 345 LBD SECONDARY METHODS (3) SPED 340 LBD ELEMENTARY INSTRUCTIONAL METHODS (3) ELED 365 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS II (3)</p>
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<p>ELED 407 MATERIALS AND METHODS IN SOCIAL STUDIES (3)</p> <p>SPED 424 INCLUSION, COLLABORATION AND DIVERSITY IN THE CLASSROOM (3)</p> <p>SPED 350 ASSESSMENT IN SPECIAL EDUCATION (3)</p> <p>LTCY 420 LITERACY METHODS IN THE ELEMENTARY GRADES (3)</p> <p>SPED 480 SENIOR PROJECT FOR LEARNING AND BEHAVIOR DISORDERS (3)</p> <p>ELED 405 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)</p> <p>ELED 406 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3)</p> <p>SPED 425 LBD LANGUAGE INTERVENTIONS: STRATEGIES AND MATERIALS (3)</p> <p>SPED 400 BEHAVIOR MANAGEMENT STRATEGIES IN SPECIAL EDUCATION (3)</p> <p>EDU 489 STUDENT TEACHING SEMINAR (3)</p> <p>SPED 490 STUDENT TEACHING: EXCEPTIONAL EDUCATION (10)</p>	<p>ELED 407 MATERIALS AND METHODS IN SOCIAL STUDIES (3)</p> <p>SPED 424 INCLUSION, COLLABORATION AND DIVERSITY IN THE CLASSROOM (3)</p> <p>SPED 350 ASSESSMENT IN SPECIAL EDUCATION (3)</p> <p>LTCY 420 LITERACY METHODS IN THE ELEMENTARY GRADES (3)</p> <p>SPED 480 SENIOR PROJECT FOR LEARNING AND BEHAVIOR DISORDERS (3)</p> <p>ELED 405 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)</p> <p>ELED 406 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3)</p> <p>SPED 425 LBD LANGUAGE INTERVENTIONS: STRATEGIES AND MATERIALS (3)</p> <p>SPED 400 BEHAVIOR MANAGEMENT STRATEGIES IN SPECIAL EDUCATION (3)</p> <p>EDU 489 STUDENT TEACHING SEMINAR (3)</p> <p>SPED 490 STUDENT TEACHING: EXCEPTIONAL EDUCATION (10)</p>
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4. Rationale:

Program Change #1: The course sequence has changed so the Admission to Professional Teacher Education needs to change to match the changed sequence.

Program Change #2: SPED 330 is a service course delivered to the majority of education programs, which produce eligible candidates for teacher licensure. The Special Education Learning and Behavior Disorders (P-12) and Elementary Education (P-5) major was designed to meet each standard at three levels of understanding; introduction, application, and mastery. Since SPED/ELED majors will meet each of the SPED 330 fourteen standards in multiple other SPED courses in progressive levels of understanding, the faculty selected to drop this course from the major.

5. Proposed term for implementation: Fall, 2016

6. Dates of committee approvals:

Department	<u>01/08/2015</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, (270) 745-3097

1. Identification of program:

- 1.1 Current program reference number: 621
- 1.2 Current program title: Business & Marketing Education (B&M Ed)
- 1.3 Credit hours: 128

2. Identification of the proposed program changes:

- a. Add LTCY 421
- b. Remove OST 220C OR OST 221C

3. Detailed program description:

The Business & Marketing Education program of Western Kentucky University prepares future educators to demonstrate best teaching practices in the discipline. This program prepares prospective teachers, undergraduate and graduate, for certification to teach Business and/or Marketing classes in grades 5-12. Graduates may seek opportunities other than teaching grades 5-12 such as teaching in Technology Centers, become corporate trainers, seek business positions other than teaching, or, with graduate degrees, seek to teach in higher education such as community colleges and universities.

University General Education	46	University General Education	46
Professional Education Courses		Professional Education Courses	
EDU 250	3	EDU 250	3
EXED 330	3	EXED 330	3
PSY 310	3	PSY 310	3
SEC 351	3	SEC 351	3
SEC 352	3	SEC 352	3
SEC 453	3	SEC 453	3
		ADD LTCY 421	3
SEC 473	3	SEC 473	3
EDU 489	3	EDU 489	3
SEC 490	10	SEC 490	10
Total Hours in Professional Education	34	Total Hours in Professional Education	37
Business and Marketing		Business and Marketing	

Education Courses		Education Courses	
BE 210	3	BE 210	3
ACCT 200	3	ACCT 200	3
ACCT 201	3	ACCT 201	3
ECON 202 OR ECON 203	3	ECON 202 OR ECON 203	3
BUS 226C OR MGT 200	3	BUS 226C OR MGT 200	3
FIN 261 OR CFS 310	3	FIN 261 OR CFS 310	3
MGT 210	3	MGT 210	3
MKT 220	3	MKT 220	3
OST 220C OR OST 221C	3	REMOVE OST 220C OR OST 221C	0
OST 255C	3	OST 255C	3
BE 400	3	BE 400	3
MKT Elective	3	MKT Elective	3
CIS 243	3	CIS 243	3
BE 350	3	BE 350	3
BE 410	3	BE 410	3
BE 486	3	BE 486	3
Total Hours in Business and Marketing Education	48	Total Hours in Business and Marketing Education	45
Total Hours for Graduation	128	Total Hours for Graduation	128

4. Rationale for the proposed program change:

- a. The addition of LTCY 421 will meet a new requirement for teacher certification by the Education Professional Standards Board (EPSB). This requirement is 16 KAR 5:060 from the state legislature. The EPSB requires that all teacher certification programs include a literacy class.
- b. Removing the requirement for REMOVE OST 220C OR OST 221C will remove a redundancy in the program. These classes are taught at Bowling Green Community College and focus on word processing and desktop publishing. Word processing is currently taught at the beginner's level in BE210, at the intermediate level in BE 400, and at the advanced level in BE 410. Desktop publishing is taught in BE 410.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department/ Unit

12/09/2015

College Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM

Western Kentucky University
Institution Submitting Proposal

Single Institution
Program Type (Collaborative, Joint or Single; see CPE definition on page 7)

Gifted Education and Talent Development
Title of Proposed Degree Program

Specialist Degree
Degree Level

EEO Status _____

CIP Code (see notes area for guidance) 13.1004 (Education/Teaching for Gifted & Talented)

Academic Unit (e.g. Department, Division, School) _____

Name of Academic Unit School of Teacher Education

Name of Program Director _____

Date of pre-proposal _____

End of review period _____

Intended Date of Implementation Fall 2016

Name, Title and Information of Contact Person Sylvia S. Gaiko, Ph.D.

Is this program a pre-baccalaureate certificate or diploma program? Y___ N X

- If YES, is the program Technical/Occupational/Vocational
- Please provide documentation that this program was approved by the KCTCS Board of Regents\

Date of CPE Approval

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

1. Provide a brief description of the program.
 - a. Does this program have any specializations? Y or N If yes, add specialization name, add specialization description.

The Specialist Degree in Gifted Education and Talent Development is planned for individuals who have earned a master’s degree and want to specialize in gifted education as they pursue graduate work. Those who complete this concentration will be eligible for a recommendation for Rank I and may earn eligibility for the Gifted and Talented Education (KE37) if the practicum is built into the program. The program prepares candidates for teaching in elementary, middle, or high school settings; teaching in postsecondary settings; continuing graduate work toward a doctorate in gifted education and talent development; and/or other careers that involve a strong background in gifted education and talent development.

2. What are the objectives of the proposed program?

The objectives of the Specialist Degree in Gifted Education and Talent Development are to prepare leaders who understand and implement strategies, policies, and procedures that allow children and youth with gifts and talents to achieve their potentials and to provide in-depth learning experiences to develop expertise in gifted education and talent development.

Individuals who earn the Specialist Degree in Gifted Education and Talent Development will provide evidence of achieving the following National Association for Gifted Children (NAGC) K-12 Programming Standards:

- 1) Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.
- 2) Assessment: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
- 3) Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and

respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes

4) Learning Environments: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes

5) Programming: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

6) Professional Development: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development need related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

3. Explain how the objectives support the institutional mission and strategic priorities, the statewide postsecondary education strategic agenda, and the statewide strategic implementation plan (see notes area for guidance).

Stronger by Degrees sets the statewide agenda for the Council for Postsecondary Education. One of strategies for statewide implementation of *Stronger by Degrees* is “balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.” This degree program will impact all of the students in grades K-12 that the graduates with the Specialist Degree in Gifted Education and Talent Development teach, counsel, and lead. The overall difference this Specialist Degree program will have on children and young people in Kentucky and beyond is that it will increase the success these students experience in their work, life, and communities. The end-result will be beneficial for Kentucky.

Kentucky’s Unbridled Future Strategic Economic Development Plan, January 2012 states, “Kentucky should begin the process of creating intellectual capacity in the industries that will provide the jobs moving forward in the 21st Century” (p. 51). Developing intellectual capacity begins early with children, and Kentucky needs educators who understand children and young people with gifts and talents and who have strategies and conceptual understanding to develop the innovative capabilities and creative potential of these children and young people. A priority of the report is to “create an entrepreneurial culture” (p. 52).

Below is the mission statement of the University

WKU prepares students of all backgrounds to be productive, engaged, and socially responsible citizen leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

The proposed programs will address WKU's strategic goal 1:Foster Academic Excellence. Educators pursuing the Specialist Degree in Gifted Education and Talented Development will study and implement strategies that address preparing educators to address the needs of children and young people to learn at the highest levels. It will address Objective 1.4: Promote research, creative and scholarly activity by faculty and students since research will be required. Since the international headquarters of the World Council for Gifted and Talented Children are located at WKU, the new program will attract international students interested in pursuing graduate study in gifted education (Strategic Goal 2).

The mission of the College of Education and Behavioral Sciences is to empower individuals to lead and serve our dynamic world.

The mission of the School of Teacher Education is to provide high quality undergraduate, graduate, and professional programs that prepare teachers and other education personnel to facilitate the learning of all P-12 students at high levels and to implement best practices in schooling through collaboration with colleagues, families, community members, and support agencies. The School of Teacher Education provides structures that will facilitate the modeling of best practice and the development and delivery of programs that are aligned with the needs of P-12 educational settings.

The mission of the Gifted Education and Talent Development program is to prepare educational professionals to provide services for advanced learners in preschool through college and to develop educators and scholars who will lead the field of gifted education and talent development.

4. Is an approval letter from Education Professional Standards Board (EPSB) required?
 - a. If yes, attach the approval letter from EPSB.

Approval of the Gifted Endorsement and a Rank I are previously approved. A PRD3 will be submitted to offer Specialist Degree in Gifted Education and Talent Development, a degree that will include the previous approvals.

<https://wd.kyepsb.net/epsb.webapps/admissionsexit/ApprovedPrograms/approved.aspx>

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

The learning outcomes of the Gifted Education and Talent Development program are as follows:

- Demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues.
- Demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs.
- Demonstrate understanding of the effects that gifts and talents can have on learning in school as well as throughout a lifetime.
- Demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents.
- Actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents.
- Demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development.
- Plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents.
- Plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress.
- Demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning.
- Demonstrate ability to collaborate with families, other educators, and related service providers to ensure learning and well-being of children and young people with gifts and talents.

2. How will the program support or be supported by other programs within the institution?

Western Kentucky University is the ideal place to offer the Specialist Degree in Gifted Education and Talent Development. The twelve-graduate-hour sequence leading to Gifted Endorsement has been offered at WKU each year since 1984 when the endorsement was first required of Kentucky educators working with gifted students.

The MAE in Gifted Education and Talent Development was approved in May, 2015. This MAE offers two pathways – one leading to Rank II and Gifted Endorsement with 18 hours of gifted education and one leading to a research focus with 21 hours of gifted education. This advanced coursework in gifted education and talent development can be reconfigured to provide the opportunity to earn the Specialist Degree in Gifted

Education and Talent Development for individuals who have already earned a master's degree.

The Center for Gifted Studies is celebrating its 35th year in 2016, and it offers programming for children and youth with gifts and talents, their educators, and parents. It is one of the major centers in gifted education in the United States, and it also has international involvement in the gifted education community. The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) was the Duke Talent Identification Program's first cooperative program, and it brings approximately 240 7th-10th graders to campus for three weeks each summer. This coming summer will be VAMPY's 33rd year. VAMPY students come from across the country as well as internationally. The Summer Camp for Academically Talented Middle School Students (SCATS) will be offered for the 34th year in 2016, and approximately 200 6th–8th graders will come to campus for this two-week living/learning experience.

The Center offers one of the largest Advanced Placement institutes in the country, and 2016 will mark the 33rd summer for the WKU Advanced Placement Summer Institute. Professional development opportunities are provided on campus throughout the year. These workshops and lectures focus on students who are twice exceptional, the social-emotional needs of children with gifts and talents, and classroom strategies to remove the learning ceiling.

The Victoria Fellows is a group of school superintendents and principals who meet three times a year. This advocacy group is made possible by a gift to The Center for Gifted Studies. The Victoria Fellows focus on school policies, procedures, and practices that allow advanced learners to reach their potentials.

The Center for Gifted Studies was instrumental in creating The Carol Martin Gatton Academy of Mathematics and Science in Kentucky and in having The Gatton Academy located on the WKU campus. In 2012 and 2013, *Newsweek* named the Gatton Academy the number one public high school in the country. In 2014, *The Daily Beast* recognized The Gatton Academy the number one public high school for a third year. In 2012, Intel recognized the Gatton Academy as one of the three outstanding high school science programs in the United States. Dr. Julia Roberts and Dr. Charles McGruder wrote the first small proposal to support planning for a state, residential high school with a focus on math and science in 1997. Ten years later, the Gatton Academy opened. Florence Schneider Hall is the home to The Center for Gifted Studies and The Gatton Academy. During the 2015-2016 academic year, Schneider Hall is expanding to accommodate 200 students rather than 120.

Two gifted organizations are located with The Center for Gifted Studies at Western Kentucky University. The Kentucky Association for Gifted Education has been housed in The Center for Gifted Studies for more than 20 years. In January 2011, the international headquarters of the World Council for Gifted and Talented Children relocated from Winnipeg to WKU, and the Executive Committee voted to extend that contract for five more years. The 20th Biennial World Conference of the World Council

for Gifted and Talented Children was held in Louisville August 10-14, 2013, with The Center for Gifted Studies leading the planning and providing support.

3. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program?

Yes, the Specialist Degree in Gifted Education and Talent Development will enhance advanced learning opportunities by offering an additional degree program and additional graduate work in this area of specialization. The twelve-hour graduate program that leads to the gifted education endorsement has been offered annually so that a teacher can complete the sequence within a year since it first began in 1984. The gifted endorsement is frequently incorporated into a master's degree program and/or a Rank I. It will provide an opportunity for advanced study in gifted education and talent development for educators and other individuals who already have earned a master's degree.

4. Will this be a 100% distance learning program?

Yes, all coursework can be completed as a distance learning program unless the individual is choosing to earn the Endorsement in Gifted Education within the Specialist Degree program. Not all individuals who pursue the Specialist Degree in Gifted Education and Talent Development will be completing the practicum as it will not be a required course. For those who complete the practicum, that experience will be conducted with students attending the Summer Camp for Academically Talented Students (SCATS) students which is offered on campus during the summer. The opportunity remains open to offer the graduate courses on campus or at another location for a cohort.

5. Will this program utilize alternative learning formats (e.g., distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

Yes. Most of the courses will be delivered in a distance-learning format. Alternative learning formats that may be used by faculty include face-to-face courses, videoconferencing, audio-conferencing, and weekend classes. Students who are not able to attend any face-to-face or weekend classes will be given alternative assignments to make up for any coursework missed.

- a. If yes, please check all that apply.
- Distance learning
 - Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
 - Evening/weekend/early morning classes

6. Are new or additional faculty needed?

No. The Specialist Degree in Gifted Education and Talent Development will require no new or additional full-time faculty. Present faculty resources are adequate to support the proposed Specialist Degree program. The faculty may teach any of the courses in gifted education. Dr. Julia Roberts will teach GTE 536, GTE 537, GTE 538, GTE 636, and/or GTE 637; Dr. Antonia Szmanski will teach PSY 432G, GTE 540, GTE 636, and GTE 637; Dr. Janet Tassell will teach GTE 539 and GTE 636. The existing program budget (see Section E) for the already approved MAE in Gifted Education and Talent Development included salaries for 3 part-time faculty in the first year of the program, and 4 part-time faculty for the subsequent years. Part-time faculty will be hired to teach any courses usually assigned to the full-time faculty teaching the courses.

C. Program Demand/Unnecessary Duplication

Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline that necessitate a new program (see notes for guidance).

Currently, 48 advisees are pursuing graduate work in gifted education at WKU. In the six months since the MAE in Gifted Education and Talent Development was approved, seven advisees have entered the MAE program.

There are no specialist degree programs in gifted education and talent development in Kentucky.

The Teaching, Empowering, Leading and Learning (TELL) Survey is administered in several states, including Kentucky. More than 39,000 Kentucky educators responded to the 2015 TELL Survey. Forty-four percent of the respondents indicated a need for professional development on Gifted and Talented Education in order to more effectively meet the needs of gifted and talented children.

The Every Student Succeeds Act (ESSA) has created new interest in gifted education. In December, 2015, the ESSA reauthorized the Elementary and Secondary Education Act (ESEA). ESSA retained the Javits Gifted and Talented Students Education Program, which was part of the prior ESEA, and added new provisions that address data collection and reporting, use of professional development funds in Title II, use of Title I funds, and computer adaptive assessments. For the first time, there are requirements for states and school districts that require expertise in gifted education. ESSA makes two new requirements for all states:

- On the state report cards: States must include student achievement data at each achievement level that is disaggregated by student subgroup. Previously, states provided detailed information for students performing at the proficient level and below. Now, states also will have to include information on students achieving at the advanced level.
- In applying for Title II professional development funds, states must include

information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs.

ESSA adds two new requirements for school districts:

- Districts (“local education agencies” in ESSA) must collect, disaggregate, and report their student achievement data at each achievement level, as the states are required to do.
- Districts that receive Title II professional development funds must use the money to address the learning needs of all students. ESSA specifically says that “all students” includes gifted and talented students.

These new federal requirements create new interest in gifted education as it has new requirements that include children and young people who are gifted and talented.

There are needs for educators to develop expertise in gifted education and talent development and for improved services for children with gifts and talents. Gifted children have constituted a category of exceptional children in Kentucky since 1990 and the passage of the Kentucky Education Reform Act (KRS 157.200). National reports call for the development of gifts and talents among children and youth in the U.S. *Mind the (Other) Gap* (2010) and *Talent on the Sidelines: Excellence Gaps and America's Persistent Talent Underclass* (2013) described the excellence gap in the U.S. These reports cite the low percentages among children reaching advanced levels of achievement and highlighted that not enough children in any of the gap groups (using NAEP data) reach the advanced level to make two percent of the school-age population in each of the groups currently examined as gap groups. A report by the Jack Kent Cooke Foundation entitled *achievementtrap* (2007) described students from low-income families who enter school in the upper quartile, and highlighted that high numbers who drop from that quartile each year they are in school. The National Science Board released *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* (2010). “Efforts to raise the educational achievement for all students must not only be continued in earnest, but accelerated. However, to reach *true* equality of opportunity, and to ensure that potential does not go unrealized, we must not overlook the educational needs of our Nation's most talented and motivated students. Too often, U.S. students with tremendous potential to become our future innovators go unrecognized and undeveloped. The dual goals of raising the floor of base-level performance and elevating the ceiling for achievement are not mutually exclusive (p. 10).” The National Science Board issued the report *Rising Above the Gathering Storm* (2007). One of the recommendations is to “Make the United States the most attractive setting in which to study and perform research so that we can develop, recruit, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world.”

Standards are in place to guide the development of the Specialist Degree program at WKU. The recommended standards for the Council for the Accreditation of Educator Preparation (CAEP) includes gifted students as one of the subgroups that teachers must be prepared to teach. The National Association for Gifted Children (NAGC) Pre-K–Grade 12 Gifted Education Programming Standards (2010) established standards

for children and youth with gifts and talents. These standards focus on student outcomes, what students will be doing when the standards are reached. In addition, the standards detail the research base and best practices for teachers to achieve the student outcomes. The NAGC/CEC (Council of Exceptional Children) (2007) enumerated standards to be used in the development of programs to prepare educators in the field of gifted education. In order to adequately prepare educators with the NAGC/CEC NCATE Standards, it is important to extend the current course offerings beyond the 12 graduate hours required in Kentucky for the endorsement in gifted education for educational leaders who want to become leaders in the field of gifted education and talent development.

According to *2012-2013 State of the States in Gifted Education*, a report published by the National Association of Gifted Children (NAGC), 16.1% of all public school students enrolled in Kentucky during 2012-13 were identified as gifted/talented (102,695 gifted/talented out of a total enrollment of 638,000). These results are based on state-collected information, in which “gifted/talented” was defined by state statute (KRS 157:200, 704 KAR 3:285).

[http://www.nagc.org/uploadedFiles/Gifted_by_State/state_of_states_2012-13/Table%20%20A%20\(general\).pdf](http://www.nagc.org/uploadedFiles/Gifted_by_State/state_of_states_2012-13/Table%20%20A%20(general).pdf)

The *Kentucky Occupational Outlook to 2020*, a statewide analysis of wages, employment, growth and training published by the Kentucky Office of Employment and Training (OET), projects that the number of primary and secondary education school teachers (excluding special education and vocational education) in Kentucky will increase from 39,370 in 2010 to 44,740 in 2020. This projected growth of 13.6% is higher than the total projected growth for all occupations in the state (12.4%). Additionally, it is estimated that there will be approximately 1,480 annual average job openings for primary and secondary education teachers in the state during the 2010-2020 period (530 annual openings due to growth and 950 annual openings due to separations, which include openings created when workers leave an occupation for reasons such as retirement, promotion, or simply transferring to another occupation). Average 2011 wages for these primary and secondary teachers in Kentucky were close to \$30 per hour for all categories, which is significantly higher than the average wage of \$18.64 earned across all Kentucky occupations. The result is that primary and secondary teachers can be classified as high wage and high demand occupations.

<https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf>

Assuming that the percentage of all public school students in Kentucky that are gifted/talented remains constant at 16.1% -- and extrapolating that the percentage of primary and secondary education teachers required to teach these gifted/talented students would also be 16.1% of the total number of primary and secondary education teachers – a reasonable estimate for projected number of total annual openings for gifted/talented teachers at the primary and secondary level would be approximately 240 per year (1,480 x 16.1% = 238).

1. Specify any distinctive qualities of the program.

One distinctive quality of the Specialist Degree in Gifted Education and Talent Development is that it offers an additional degree to prepare professionals with advanced coursework in gifted education. In lieu of working solely toward a change in rank or a Rank I, educators can earn an advanced degree in their area of specialization and also reach Rank I status.

Another distinctive quality is that the Specialist Degree in Gifted Education and Talent Development builds on a 35-year history at WKU, offering coursework in gifted education and programming for children and young people who are gifted and talented. Dr. Julia Link Roberts is the founding director of The Center for Gifted Studies as well as the current Executive Director of The Center. Dr. Roberts was named the Mahurin Professor of Gifted Studies at WKU in 2004 and the Executive Director of The Carol Martin Gatton Academy of Mathematics and Science in Kentucky in 2007. In 2004, Dr. Roberts was named one of the 55 most influential people in gifted education in *Profiles of Influence in Gifted Education*. She is the current past-president of The Association for the Gifted, a division of the Council for Exceptional Children, and one of six elected members of the Executive Committee and treasurer of the World Council for Gifted and Talented Children. In 2015, Dr. Roberts received the Palmarium Award at the University of Denver, the Honorary Alumni Award from the College of Education at the University of Missouri, the Distinguished Educator Award from the Kentucky Association of Teacher Educators, and a Woman of Achievement recognition by the Warren County Human Rights Commission.

2. If similar programs exist,
 - a. Does the proposed program differ from existing programs? If yes, please explain.

The proposed Specialist Degree in Gifted Education and Talent Development does not duplicate programming offered elsewhere in Kentucky. Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, and the University of Louisville offer the 12-hour endorsement in gifted education. Eastern Kentucky University has an MAE in Gifted Education that includes 12 graduate hours in gifted education. Graduates earning the MAE in Gifted Education and Talent Development at WKU complete 18 hours of graduate courses in gifted and talented education for the pathway leading to endorsement in gifted and talented education. Those in the Advanced Research Focus pathway will complete 21 hours of graduate courses in gifted and talented education. Thus, the Specialist Degree in Gifted Education and Talent Development will expand opportunities for graduate study in Kentucky.
 - b. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.
 - c. Is access to existing programs limited? If yes, please explain.

- d. Is there excess demand for existing similar programs? If yes, please explain.
- e. Will there be collaboration between the proposed program and existing programs?
 - i. If yes, please explain the collaborative arrangements with existing programs.
The proposed program will be a stand-alone offering at WKU.
 - ii. If no, please explain why there is no proposed collaboration with existing programs.

D. Advanced Practice Doctorates

1. Does the curriculum include a clinical or experiential component?
 - a. If yes, list and discuss the nature and appropriateness of available clinical sites.
 - i. Does your institution have official agreements with clinical sites?
 - ii. Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.
2. Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.
3. Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
4. Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed.
5. Provide evidence that funding for the program will not impair funding of any existing program at any other public university.

E. Cost and Funding of the Proposed Program

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below (see notes for guidance).

This chart will be replaced. It is being updated by Dr. Hunton. No additional funding.

a. Funding Sources, by year of 1st Year 2nd Year 3rd Year 4th Year 5th Year program

Total Resources Available from Federal Sources					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
No existing or new resources are available from federal sources.					
Total Resources Available from Other Non-State Sources					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
No existing or new resources are available from other non-state sources.					
State Resources					
New					
Existing	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
No existing or new state resources are available.					
Internal Allocation	\$0	\$0	\$0	\$0	\$0
Internal Reallocation	\$0	\$0	\$0	\$0	\$0
No resources will be available from internal allocation or reallocation.					
Student Tuition					
New	\$88,200	\$109,015.20	\$140,357.07	\$144,567.78	\$148,804.82
Existing	\$0	\$90,846	\$112,285.66	\$144,567.78	\$148,804.82
1st Year estimated admits: 10 students; 2nd Year estimated admits: 12 students; 3rd, 4th, and 5th Year estimated admits: 15 students. We estimate that students will take an average of 5 3-credit hour online courses each year. Tuition for each of those courses will be \$1,764 (3*\$588). During the first year, the program will generate \$88,200 in tuition (\$1,764*50, since students will take an average of 5 courses each year). A tuition increase of 3% has been added to the following years. During the second year, existing students (n=10) will generate \$90,846 (\$1816.92*50) and new students (n=12) will generate \$109,015.20 (\$1,816.92*60) in tuition. A total of 27 (12 existing and 15 new students) will be taking a total of 135 3-credit hour courses in					

Year 3, generating a total of \$252,642.73 in tuition (\$140,357.07 from 15 new students; \$112,285.66 from the 12 existing students). During the fourth and fifth years of the program a total of 30 students will be taking a total of 150 3-credit hour courses, generating \$289,135.56 in tuition in Year 4, and \$297,809.63 in year 5.

The calculations are based upon new students coming into the program. However, students currently enrolled in coursework included in the new degree program will generate the tuition dollars. The new degree program includes courses that are used in existing degree programs; therefore, the budget is based upon new students not currently enrolled in degree programs at WKU.

TOTAL	\$88,200	\$199,861.20	\$252,642.73	\$289,135.56	\$297,809.63
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B. Breakdown of Budget **1st Year** **2nd Year** **3rd Year** **4th Year**
5th Year Expenses/Requirements

Staff:					
Executive, administrative, and managerial					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Other Professional					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Faculty					
New	\$7,385	\$9,847	\$9,847	\$9,847	\$9,847
Existing	\$81,439	\$83,882	\$86,398	\$89,737	\$92,429
Graduate Assistants					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Student Employees					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0

See Appendix A for a breakdown of existing faculty salary and benefits. During the first year, the existing faculty salary will total \$81,439. A 3% salary increase was added to existing faculty salary and benefits for years 2 through 5. Three part-time faculty (\$7,385, or \$2,280 + 7.97 fringe benefits per part-time faculty member) will be hired during the first year to teach any courses currently assigned to the existing full-time faculty teaching the new courses. Four part-time faculty (\$9,847, or \$2,280 + 7.97% fringe benefits per part-time faculty member) will be hired to teach courses currently assigned to existing full-time faculty after the first year.

Equipment and Instructional Materials					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Existing equipment and instructional materials will be used.					
Library					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Existing library resources will be used.					
Contractual Services					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
No contractual services required for the new program.					
Academic and/or Student Services					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
No new Academic and/or Students Services required for the new program.					
Other Support Services					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
No additional support services required for the new program.					
Faculty Development					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Existing faculty development funds have been allocated to the faculty teaching new courses.					
Assessment					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0

No assessment resources required for the new program.					
Student Space and Equipment (if doctorate)					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Not a doctoral-level program.					
Faculty Space and Equipment (if doctorate)					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
Not a doctoral-level program.					
Other					
New	\$0	\$0	\$0	\$0	\$0
Existing	\$0	\$0	\$0	\$0	\$0
No additional expenses required for the new program.					
TOTAL					
New	\$7,385	\$9,847	\$9,847	\$9,847	\$9,847
Existing	\$81,439	\$83,882	\$86,398	\$89,737	\$92,429

F. Program Review and Assessment

1. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed (see notes for guidance).
The Program outcomes will be assessed in a number of ways. The number and percentage of graduates who complete the program and obtain employment will be tracked. The Program will include key assessments to measure the achievement of program objectives.

Student learning outcomes served as a guide for the development of the program. The National Association for Gifted Children (NAGC)/Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education and Kentucky Teacher Standards were used in the development of the student learning outcomes. These objectives of the program are summarized in course matrices 1 and 2. Students will be evaluated on the various NAGC/CEC and KY Teacher Standards every semester by faculty and will receive feedback on their progress in the program.

Syllabi will be electronically archived to assure compliance with intended program and learning goals. Program faculty will periodically review to assure quality and adherence to learning goals and to make sure course topics remain current.

The following course matrices provide an overview of the learning standards assessed in each course. Learning outcomes will be assessed through typical course evaluation methods (see Matrix 1 for additional information on assignments and tasks for each course and their alignment with the Kentucky Teacher Standards).

The National Association for Gifted Children is a Specialized Professional Association (SPA) and a member of the Council for the Accreditation of Educator Preparation (CAEP). The SPA standards will be carried out in the program for the Specialist Degree in Gifted Education and Talent Development.

<i>Matrix 1. NAGC-CEC Teacher Knowledge and Skills Standards for Gifted and Talented Education</i>	GTE 536	GTE 537	GTE 539	GTE 540	PSY 432G	GTE 538
Foundations	X	X	X	X	X	
Development and Characteristics of Learners	X	X	X		X	X
Individual Learning Differences		X	X		X	X
Instructional Strategies		X		X		X
Learning Environments and Social Interactions		X		X		X
Language and Communication	X	X				X
Instructional Planning		X				X
Assessment		X	X	X		X
Professional and Ethical Practice	X		X	X	X	X
Collaboration		X	X	X		X

Matrix 2. Kentucky Teacher Standards

I	II	III	IV	V	VI	VII	VIII	IX	X
Content Knowledge	Designs/Plans	Learning Climate	Manages Instruction	Assessment	Technology	Reflection	Collaboration	Professional Development	Leadership
Journal article reviews/ exams		Interviews with creative and intellectually gifted individuals				Reflections on all assignments		Plan for professional development/ Personal and for a school	
Standards-based, interdisciplinary unit	Lesson and unit planning	Standards-based, interdisciplinary unit		Standards-based, interdisciplinary unit/Rubrics with content, process, and products	Lessons differentiating using technology	Reflections on all assignments			
Discussion Board	Diverse Characteristics of Identification Assignment			Identification Plan/Diverse Populations Assignment					Multiple/ Appropriate/On going Assessment Plan Assignment
Discussion Board Programming/ Curriculum Models Assignment		Differentiated Lesson Plans (Creativity and Leadership)		Identification Assignment		Reflections on all assignments		Special Project	Plan for leadership development/Plan for creativity
	Design unit of study that differentiates	Plan for establishing learning environment for differentiated classroom	Teach two classes implementing unit of study	Use preassessment to plan and postassessment to evaluate		Reflections on all assignments	Collaborate to address the cognitive and social-emotional needs of young people		
Discussion Board Journal Article Reviews		Case Study		Case Study				Special Project	
Discussion Board Research Paper/ Manuscript						Research Paper Abstracts/ Critiques		Professional Development Presentation	
Discussion Board Research Article Critique						Reflections on all assignments	Peer Review Assignment	Special Project	

Notes to help with Proposal (contact sylvia.gaiko@wku.edu or 745-8985 for guidance) CPE definitions for Program Type question:

Determining CIP Code: Work with the Provost office to review similar internal and external programs for the appropriate CIP code. To investigate codes see: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Institutional Mission and Strategic Plan: <http://www.wku.edu/president/index.php> **CPE Statewide Plan and Metrics:** <http://cpe.ky.gov/planning/>

Data to support need for the program references: x Workforce KY data:

<http://www.workforcekentucky.ky.gov/>

x Occupational Outlook Handbook, 2010-11th edition: <http://www.bls.gov/ooh/> x Career One Stop: http://www.acinet.org/select_occupation.asp?next=carout1&level=&optstatus=&id=1&n_odeid=210&stfips=21

x Teacher Ed in KY (EPSB site: <http://www.kyepsb.net/dataresearch/index.asp>) x Discipline specific data from professional association x Students & alumni survey data

Cost and Funding section: develop in excel, and once confirmed with college Department Head, Dean, and Provost office add to pre-proposal format. Explain each entry in the narrative/justification box provided.

Program Review and Assessment: To review the statewide requirements from Program Review see: http://www.wku.edu/academicaffairs/ee/program_review.php (APR Self-Study Template and CPE Program Review Users Guide)

Appendix A: Estimated Faculty Expenses

Estimated Faculty Expenses for Ed.S. in Gifted Education and Talent Development

Index	Dept	PCN	Incumbent	Title	FY 16 Current Salary	Fall / Spring				Summer			
						Notes	Salary	Benefits	Total	Notes	Salary	Benefits	Total
241101	STE	999671	Julia Roberts	Professor	125,184	25% of annual salary	31,296	9,122	40,418	1 course	4,500	1,094	5,594
241101	STE	998134	Antonia Szymanski	Asst Professor	54,000	50% of annual salary	27,000	9,412	36,412	1 course	4,500	1,094	5,594
241101	STE	999686	Janet Tassell	Assoc Professor	64,188	25% of annual salary	16,047	5,425	21,472	1 course	4,500	1,094	5,594
							74,343	23,959	98,302		13,500	3,282	16,782

Benefits: For Fall / Spring, benefits are estimated using employee's actual benefit % from Banner. For Summer benefits are estimated at 23.01%.
 Note: The faculty expenses were approved in the MAE in Gifted Education and Talent Development. There are no new expenses with this proposal for the Ed.S.

**Revise a Program
(Action)**

Date: January 19, 2016
 College: College of Education and Behavioral Sciences
 Department: Educational Administration, Leadership, and Research
 Contact Person: Marguerita DeSander, marguerita.desander@wku.edu, 270-745-4890

1. Identification of program:

- 1.1 Reference number: 121
- 1.2 Program title: Supervisor of Instruction, Rank I and Endorsement

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria: Moving pre-requisite courses to Level I course requirements
- 2.3 curriculum: Making numerous changes to reflect recent revisions in other overlapping programs
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p><i>Overview</i></p> <p>Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.</p> <p><i>Program Admission</i></p> <p>Applicants for the Planned Sixth-Year/Rank I program and for the certification-only endorsement for Supervisor of Instruction must meet the following requirements:</p> <ul style="list-style-type: none"> • Completion of at least three years full-time appropriate teaching experience; • Master's degree from an accredited institution; • 3.2 GPA or above for all graduate course work; and • Completion of appropriate prerequisite courses. <p><i>Pre-requisite Courses (18 Hrs):</i></p>	<p><i>Overview</i></p> <p>Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.</p> <p><i>Program Admission</i></p> <p>Applicants for the Planned Sixth-Year/Rank I program and for the certification-only endorsement for Supervisor of Instruction must meet the following requirements:</p> <ul style="list-style-type: none"> • Completion of at least three years full-time appropriate teaching experience; • Master's degree from an accredited institution; • 3.2 GPA or above for all graduate course work; and <p><i>Program Requirements (33 Hours)</i></p> <p>Level I - Supervisor of Instruction (Concentration Code ILV1) Requirements (33 Hours):</p>

<p>EDFN 500 -- Research Methods (3 Hrs) PSY 510 -- Advanced Educational Psychology & PSY 511 -- Psychology of Learning (6 Hrs) EDFN 576 -- Issues & Trends in Education (3 Hrs)</p> <p>Select 6 hours from the following (6 Hrs):</p> <p>SEC 580 -- Curriculum (3 Hrs) MGE 571 -- Middle Grades Curriculum (3 Hrs) EDAD 683 -- Leading Teaching and Learning (3 Hrs) ELED 503 -- Organization of Elementary School Curriculum (3 Hrs)</p> <p><i>Program Requirements (30 Hours)</i></p> <p>Level I - Supervisor of Instruction (Concentration Code ILV1) Requirements:</p> <p>EDAD 585 -- Fundamentals of School Administration (3 hrs) EDAD 684 -- Instructional Leadership (3 hrs) EDAD 686 -- Principles of Supervision (3 hrs) LTCY 519 -- Foundations of Reading Instruction (3 hrs) SPED 516 -- The Exceptional Child: Perspectives and Issues (3 hrs)</p> <p><i>Elective:</i> CNS 551 -- Classroom Guidance (3 hrs)</p> <p>Level II -- Certification Program course work (Concentration Code ILV2) Required Courses:</p> <p>EDAD 677 -- Legal Issues for Professional Educators (3 hrs) EDAD 682 -- School-Community Relations (3 hrs)</p>	<p>Complete the following courses:</p> <p>EDFN 500 -- Research Methods (3 Hrs) PSY 510 -- Advanced Educational Psychology (3 Hrs) EDFN 576 -- Issues & Trends in Education (3 Hrs)</p> <p>Choose 6 credit hours from the following curriculum content courses:</p> <p>TCHL 530 -- Curriculum Development (3 hrs) SPED 533 -- Seminar: Curriculum for Learning and Behavior Disorders (3 hrs) SPED 535 -- Curriculum for Moderate to Severe Disabilities (3 hrs) EDAD 683 -- Leading Teaching and Learning (3 Hrs) GTE 537 -- Curriculum, Strategies, and Materials for Gifted Students (3 Hrs) IECE 530 -- Advanced IECE Curriculum Development (3 Hrs)</p> <p>EDAD 640 -- Introduction to School Leadership (3 hrs) EDAD 684 -- Instructional Leadership (3 hrs) EDAD 686 -- Principles of Supervision (3 hrs) LTCY 519 -- Foundations of Reading Instruction (3 hrs) SPED 516 -- The Exceptional Child: Perspectives and Issues (3 hrs) CNS 660 -- Administration of Counseling Services (3 hrs)</p>
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<p>EDAD 594 – Seminar on Leadership: Auxiliary Programs (3 hrs) EDAD 694 – Seminar in Educational Administration (3 hrs)</p> <p>Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.</p>	<p>Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit, including at least 30 hours beyond the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.</p>
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4. Rationale: These proposed revisions reflect recent changes in the school principal certification program and other related programs in the School of Teacher Education, a need to make pre-requisite courses program requirements so students may count those courses toward Rank I requirements, and to correct errors in the current Graduate Catalog. However, learning objectives for the program have not changed.

1. The vast majority of supervisor of instruction students first complete the school principal certification program. New courses in the principal program have effectively replaced courses in the existing supervisor of instruction program. Specifically, EDAD 640 (Introduction to School Leadership) offers the same content as EDAD 585 (Fundamentals of School Administration) and EDAD 682 (School-Community Relations) has been replaced by EDAD 642 (Leveraging Community Systems and Resources) EDAD 585 and EDAD 682 are no longer being offered and proposals to eliminate these courses will be forthcoming. To avoid requiring regular course substitution forms for students in the supervisor of instruction program, we propose permanently replacing these courses in the program since they address the same learning objectives as the courses they are replacing.

2. The supervisor of instruction program currently requires six credit hours of curriculum content, but includes as options courses provided through the School of Teacher Education that are no longer being offered (SEC 580, MGE 571, and ELED 503) due to the introduction of the Master’s in Teacher Leadership Course and replaced with TCHL 530, Curriculum Development. We propose stipulating that these six curriculum hours come from the following options: TCHL 530, GTE 537 (Curriculum, Strategies, and Materials for Gifted Students), SPED 534 (Seminar: Curriculum for Learning and Behavior Disorders), SPED 535 (Curriculum for Moderate to Severe Disabilities), and EDAD 683 (Leading Teaching and Learning) – currently an option for this curriculum component. GTE 537 is already a frequent course substitution in this component.

3. The current pre-requisite component of the program provides an obstacle to students seeking Rank I since Education Professional Standards Board guidelines stipulate courses designated as “pre-requisites” may not be counted toward the 60 post-baccalaureate hours in a planned program required

for rank change. By designating these courses as Level I requirements, all courses in the program may count toward rank change.

4. The current curriculum contract with EPSB includes a requirement that students complete either CNS 551 (Classroom Guidance) or CNS 660 (Administration of Counseling Services). We propose that CNS 660 is a better course for aspiring administrator students and would designate that class as the only option. This will also correct a mistake in the current Graduate Catalog that lists CNS 551 as an elective and makes no mention of CNS 660.

5. Level II coursework requirements are being eliminated from the Rank I to reduce the program length to a more reasonable 33 hours (as opposed to the original 45 hours).

All of these changes, upon approval by the Professional Education Council, will be offered as a proposed curriculum contract change to the EPSB.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department	<u>January 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: January 19, 2016
 College: College of Education and Behavioral Sciences
 Department: Educational Administration, Leadership, and Research
 Contact Person: Marguerita DeSander, marguerita.desander@wku.edu, 270-745-4890

1. Identification of program:

- 1.1 Reference number: 121
- 1.2 Program title: Director of Pupil Personnel Rank I and endorsement

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria: Moving pre-requisite courses to Level I course requirements
- 2.3 curriculum: Making numerous changes to reflect recent revisions in other overlapping programs
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p><i>Overview</i></p> <p>The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.</p> <p><i>Program Admission</i></p> <p>Applicants for the Director of Pupil Personnel must meet the following requirements:</p> <ul style="list-style-type: none"> • Completion of at least three years full-time appropriate teaching experience; • Master's degree from an accredited institution; • 3.2 GPA or above for all graduate course work; and • Completion of appropriate prerequisite courses. 	<p><i>Overview</i></p> <p>The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.</p> <p><i>Program Admission</i></p> <p>Applicants for the Director of Pupil Personnel program must meet the following requirements::</p> <ul style="list-style-type: none"> • Completion of at least three years full-time appropriate teaching experience; • Master's degree from an accredited institution; • 3.2 GPA or above for all graduate course work

<ul style="list-style-type: none"> • Has completed a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification. <p><i>Pre-requisite Courses (18 Hrs):</i></p> <p>EDFN 500 -- Research Methods (3 Hrs) PSY 510 -- Advanced Educational Psychology & PSY 511 -- Psychology of Learning (6 Hrs) EDFN 576 – Issues & Trends in Education (3 Hrs)</p> <p>Select one of the following (6 Hrs): SEC 580 – Curriculum (3 Hrs) MGE 571 – Middle Grades Curriculum (3 Hrs) EDAD 683 – Leading Teaching and Learning (3 Hrs) ELED 503 – Organization of Elementary School Curriculum (3 Hrs) CNS 551 – Classroom Guidance (3 Hrs)</p> <p><i>Program Requirements</i></p> <p>Level I</p> <p>EDAD 583 – Accounting for Pupil Personnel EDAD 585 – Fundamentals of School Administration (3 hrs) EDAD 677 – Legal Issues for Educators (3 hrs) EDAD 588 – Allocation and Use of Resources (3 Hrs) EDAD 649 – School System Administration (3 Hrs) EXED 516 – The Exceptional Child EDAD 684 – Leading Teaching and Learning (3</p>	<p><i>Program Requirements (30 Hours)</i></p> <p>Level I (18 Hrs) – Complete the following:</p> <p>EDFN 500 -- Research Methods (3 Hrs) PSY 510 – Advanced Educational Psychology (3 Hrs) EDFN 576 – Issues & Trends in Education (3 Hrs)</p> <p>Choose 3 credit hours from the following curriculum content courses:</p> <p>TCHL 530 – Curriculum Development (3 hrs) SPED 533 – Seminar: Curriculum for Learning and Behavior Disorders (3 hrs) SPED 535 – Curriculum for Moderate to Severe Disabilities (3 hrs) EDAD 683 – Leading Teaching and Learning (3 Hrs) GTE 537 – Curriculum, Strategies, and Materials for Gifted Students (3 Hrs) IECE 530 – Advanced IECE Curriculum Development (3 Hrs)</p> <p>EDAD 640 – Introduction to School Leadership (3 hrs) EDAD 583 – Accounting for Pupil Personnel (3 hrs) EDAD 677 – Legal Issues for Educators (3 Hrs) CNS 660 – Administration of Counseling Services (3 hrs)</p>
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Hrs)	
Level II:	Level II (6 Hrs) –
EDAD 594 – Seminar in Leadership: Auxiliary Programs (3 Hrs)	EDAD 594 – Seminar in Leadership: Auxiliary Programs (3 hrs)
EDAD 682 – School Community Relations (3 Hrs)	EDAD 642 – Leveraging Community Systems and Resources (3 hrs)

4. Rationale: These proposed revisions reflect recent changes in the school principal certification program and other related programs in the School of Teacher Education, a need to make pre-requisite courses program requirements so students may count those courses toward Rank I requirements, and to correct errors in the current Graduate Catalog. However, the learning outcomes of the program have not changed.

1. The vast majority of DPP students first complete the school principal certification program. New courses in the principal program have effectively replaced courses in the existing supervisor of instruction program. Specifically, EDAD 640 (Introduction to School Leadership) offers the same content as EDAD 585 (Fundamentals of School Administration) and EDAD 682 (School-Community Relations) has been replaced by EDAD 642 (Leveraging Community Systems and Resources) EDAD 585 and EDAD 682 are no longer being offered and proposals to eliminate these courses will be forthcoming. To avoid requiring regular course substitution forms for students in the supervisor of instruction program, we propose permanently replacing these courses in the program since the new courses address the same learning objectives as the courses they are replacing.

2. The DPP program currently requires six credit hours of curriculum content, but includes as options courses provided through the School of Teacher Education that are no longer being offered (SEC 580, MGE 571, and ELED 503) due to the introduction of the Master’s in Teacher Leadership Course and replaced with TCHL 530, Curriculum Development. We propose stipulating that these three curriculum hours come from the following options: TCHL 530, GTE 537 (Curriculum, Strategies, and Materials for Gifted Students), SPED 534 (Seminar: Curriculum for Learning and Behavior Disorders), SPED 535 (Curriculum for Moderate to Severe Disabilities), and EDAD 683 (Leading Teaching and Learning) – currently an option for this curriculum component. GTE 537 is already a frequent course substitution in this component.

3. The current pre-requisite component of the program provides an obstacle to students seeking Rank I since Education Professional Standards Board guidelines stipulate courses designated as “pre-requisites” may not be counted toward the 60 post-baccalaureate hours in a planned program required for rank change. By designating these courses as Level I requirements, all courses in the program may count toward rank change.

4. The current DPP certificate only endorsement only requires 33 credit hours (including pre-requisites), whereas the DPP Rank I program requires 45 (including pre-requisites). We are proposing to eliminate certain courses, which will not substantially alter program objectives, to make the Rank I and certification only programs of study the same.

5. The current curriculum contract with EPSB includes a requirement that students complete either CNS 551 (Classroom Guidance) or CNS 660 (Administration of Counseling Services). We propose that CNS 660 is a better course for aspiring administrator students and would designate that class as the

only option. This will also correct a mistake in the current Graduate Catalog that lists CNS 551 as an elective and makes no mention of CNS 660.

6. The current graduate catalogue includes among its admissions requirements that students must have 60 graduate hours of credit. This is an error and is not a part of the current curriculum contract with EPSB nor is this requirement observed by the program.

All of these changes, upon approval by the Professional Education Council, will be offered as a proposed curriculum contract change to the EPSB.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department	<u>January 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: January 19, 2016
 College: College of Education and Behavioral Sciences
 Department: Educational Administration, Leadership, and Research
 Contact Person: Marguerita DeSander, marguerita.desander@wku.edu, 270-745-4890

1. Identification of program:

- 1.1 Reference number: 131
- 1.2 Program title: Supervisor of Instruction, Endorsement

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria: Moving pre-requisite courses to Level I course requirements
- 2.3 curriculum: Making numerous changes to reflect recent revisions in other overlapping programs
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p><i>Overview</i></p> <p>Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.</p> <p><i>Program Admission</i></p> <p>Applicants for the Planned Sixth-Year/Rank I program and for the certification-only endorsement for Supervisor of Instruction must meet the following requirements:</p> <ul style="list-style-type: none"> • Completion of at least three years full-time appropriate teaching experience; • Master's degree from an accredited institution; • 3.2 GPA or above for all graduate course work; and • Completion of appropriate prerequisite courses. <p><i>Pre-requisite Courses (18 Hrs):</i></p>	<p><i>Overview</i></p> <p>Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.</p> <p><i>Program Admission</i></p> <p>Applicants for the Planned Sixth-Year/Rank I program and for the certification-only endorsement for Supervisor of Instruction must meet the following requirements:</p> <ul style="list-style-type: none"> • Completion of at least three years full-time appropriate teaching experience; • Master's degree from an accredited institution; • 3.2 GPA or above for all graduate course work; and <p><i>Program Requirements (33 Hours)</i></p> <p>Level I -</p>

<p>EDFN 500 -- Research Methods (3 Hrs) PSY 510 -- Advanced Educational Psychology & PSY 511 -- Psychology of Learning (6 Hrs) EDFN 576 – Issues & Trends in Education (3 Hrs)</p> <p>Select 6 hours from the following (6 Hrs):</p> <p>SEC 580 -- Curriculum (3 Hrs) MGE 571 -- Middle Grades Curriculum (3 Hrs) EDAD 683 – Leading Teaching and Learning (3 Hrs) ELED 503 -- Organization of Elementary School Curriculum (3 Hrs)</p> <p><i>Program Requirements (30 Hours)</i></p> <p>Level I - Supervisor of Instruction (Concentration Code ILV1) Requirements:</p> <p>EDAD 585 -- Fundamentals of School Administration (3 hrs) EDAD 684 – Instructional Leadership (3 hrs) EDAD 686 – Principles of Supervision (3 hrs) LTCY 519 – Foundations of Reading Instruction (3 hrs) SPED 516 – The Exceptional Child: Perspectives and Issues (3 hrs)</p> <p><i>Elective:</i> CNS 551 -- Classroom Guidance (3 hrs)</p> <p>Level II – Certification Program course work (Concentration Code ILV2) Required Courses:</p> <p>EDAD 677 – Legal Issues for Professional Educators (3 hrs)</p>	<p>Supervisor of Instruction (Concentration Code ILV1) Requirements (33 Hours):</p> <p>Complete the following:</p> <p>EDFN 500 -- Research Methods (3 Hrs) PSY 510 – Advanced Educational Psychology (3 Hrs) EDFN 576 – Issues & Trends in Education (3 Hrs)</p> <p>Choose 6 credit hours from the following curriculum content courses:</p> <p>TCHL 530 – Curriculum Development (3 hrs) SPED 533 – Seminar: Curriculum for Learning and Behavior Disorders (3 hrs) SPED 535 – Curriculum for Moderate to Severe Disabilities (3 hrs) EDAD 683 – Leading Teaching and Learning (3 Hrs) GTE 537 – Curriculum, Strategies, and Materials for Gifted Students (3 Hrs) IECE 530 – Advanced IECE Curriculum Development (3 Hrs)</p> <p>EDAD 640 – Introduction to School Leadership (3 hrs) EDAD 684 – Instructional Leadership (3 hrs) EDAD 686 – Principles of Supervision (3 hrs) LTCY 519 – Foundations of Reading Instruction (3 hrs) SPED 516 – The Exceptional Child: Perspectives and Issues (3 hrs) CNS 660 – Administration of Counseling Services (3 hrs)</p> <p>Level II Certification coursework (Concentration Code ILV2) Required Courses (12 Hrs):</p> <p>EDAD 677 Legal Issues for Professional Educators (3 Hrs) EDAD 642 – Leveraging Community Systems and Resources (3 Hrs)</p>
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<p>EDAD 682 – School-Community Relations (3 hrs) EDAD 594 – Seminar on Leadership: Auxiliary Programs (3 hrs) EDAD 694 – Seminar in Educational Administration (3 hrs)</p> <p>Filing a TC 1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.</p>	EDAD 594 – Seminar in Leadership: Auxiliary Programs (3 Hrs) EDAD 694 – Seminar in Educational Administration (3 Hrs)
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Rank I since Education Professional Standards Board guidelines stipulate courses designated as “pre-requisites” may not be counted toward the 60 post-baccalaureate hours in a planned program required for rank change. By designating these courses as Level I requirements, all courses in the program may count toward rank change.

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6. Dates of committee approvals:

Department	<u>January 19, 2016</u>
College Curriculum Committee	_____
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University Senate	_____

**Revise a Program
(Action)**

Date: January 19, 2016
 College: College of Education and Behavioral Sciences
 Department: Educational Administration, Leadership, and Research
 Contact Person: Marguerita DeSander, marguerita.desander@wku.edu, 270-745-4890

1. Identification of program:

- 1.1 Reference number: 131
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<p>Level II:</p> <p>EDAD 594 – Seminar in Leadership: Auxiliary Programs (3 Hrs)</p> <p>EDAD 682 – School-Community Relations (3 Hrs)</p>	<p>EDAD 594 – Seminar in Leadership: Auxiliary Programs (3 hrs)</p> <p>EDAD 642 – Leveraging Community Systems and Resources (3 hrs)</p>
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Department	<u>January 19, 2016</u>
College Curriculum Committee	_____
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