

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, March 14, 2012
GRH 3073

- I. Consideration of the Minutes from the February 8, 2012 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).
- II. Old Business
 - Second Reading of the PEC Bylaws Revision
- III. New Business

A. Office of Teacher Services-CEBS

- Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit February 9, 2012 to March 14, 2012
- List of Student Teacher Candidates for Fall 2012

B. College of Health and Human Services

Department of Kinesiology, Recreation and Sport

1. Change Course Prefix – PE to KIN
2. Revise Course Title - PE 503, Motor Learning
3. Revise Course Catalog Listing – PE, 504, Advanced Exercise Physiology
4. Make Multiple Revisions to a Course – PE 501, Research Methods in Physical Education
5. Make Multiple Revisions to a Course – PE 515, PE/REC Assessment
6. Revise a Program – 090, Master of Science in Physical Education

C. Ogden College of Science and Engineering

Department of Mathematics and Computer Science

1. Delete a Course – MATH 211, Math for Elementary Teachers I
2. Delete a Course – MATH 212, Math for Elementary Teachers II
3. Delete a Course – MATH 122, Calculus of a Single Variable I
4. Revise Course Catalog Listing – MATH 311, Differential Equations

Department of Chemistry

1. Revise Course Credit Hours – CHEM 120, College Chemistry I
2. Revise Course Credit Hours – CHEM 121, college Chemistry I Lab

D. College of Education and Behavioral Sciences

Department of Counseling and Student Affairs

1. Revise a Program – 046, School Counseling

Department of Educational Administration, Leadership and Research

1. Delete a Course EDFN 548, Research in Curriculum and Instruction
2. Delete a Course EDFN 720, Foundation of Rural Education Policy
3. Delete a Course EDAD 586, Creating a High performance Culture
4. Delete a Course EDAD 611, Leading Change
5. Delete a Course EDAD 680, Removing Barriers to Learning

School of Teacher Education

1. Revise a Certification Policy – Policy on Requirements for Recommendation for Initial Certification at the Baccalaureate Level
2. Revise Course Prerequisites/Corequisites - LTCY 420, Literacy Methods in the Elementary Grades
3. New Course - LTCY 510, Methods of Teaching Literacy to Adolescents
4. New Course - IECE 526, Practicum in Interdisciplinary Early Childhood Education
5. New Course - IECE 530, Advanced IECE Curriculum Development
6. New Course – IECE 550, Advanced Early Childhood Assessment
7. Revise a Program – 0436, Master of Arts in Education: Interdisciplinary Early Childhood Education, Birth to Primary]
8. Revise a Program – 0437, Special Education: Learning and Behavioral Disorders
9. New Course – SPED 335, Foundations of Special Education
10. New Course – SPED 340, LBD Elementary Instructional Methods
11. New Course – SPED 345, LBD Secondary Methods
12. New Course – SPED 350, Assessment in Special Education
13. New Course – SPED 400, Behavior Management Strategies in Special Education
14. New Course – SPED 424, Inclusion, Collaboration and Diversity in the Classroom
15. New Course – SPED 425, LBD Language Interventions: Strategies and Materials
16. New Course – SPED 480, Senior Project for Learning and Behavior Disorders
17. Revise a Program – 553, Exceptional Education: Learning and Behavior Disorders
18. New Course - EDU 599, Thesis Research and Writing
19. New Course - EDU 600, Maintaining Matriculation

Admission and Retention Subcommittee

- Appeal of Denial of Admission to Professional Education

III. Other Business

For Information Only

- Deletion of Endorsement Codes for Certification Only in Counseling, Ref. #159
- Create a Temporary Course – SPED 595, Advanced Preparation Capstone for Learning and Behavior Disorders
- Report from the Alternate Admission Subcommittee
 - At the Education Professional Standards Board meeting on March 5th, WKU received continuing accreditation for the Professional Education Unit and all initial and advanced level educator preparation programs received approval. The University received one Area for Improvement (AFI) under Standard 6: Unit Governance and Resources – “The unit lacks the authority and structure to approve and manage each of its programs, to wit, the physical education teacher preparation program, to ensure coherent planning, delivery, and operations.”
- Changes in Admission Requirements

Approved 11/12/03
Revision approved 7/15/08
Revision approved 09/09/09
Revision approved 06/08/11
Revision proposed 02/08/12

Style Definition: Normal

PROFESSIONAL EDUCATION COUNCIL

Western Kentucky University

Bylaws

I. NAME OF THE ORGANIZATION

The name of this body is the Professional Education Council of Western Kentucky University.

II. PURPOSE

The Professional Education Council of Western Kentucky University has as its purpose to provide planning, oversight, and direction for all of the University's professional education programs.

III. FUNCTIONS

- A. To make recommendations to appropriate bodies and/or officials regarding academic programs, academic policies, and scholastic regulations pertaining to professional education courses and programs at Western Kentucky University
- B. To review and act upon all proposals submitted to it by departments and programs within the University
- C. To initiate studies and develop policies pertaining to the curriculum, to scholastic regulations, or to other matters referred to the Professional Education Council by the Dean of the College of Education and Behavioral Sciences, the Provost/Vice President for Academic Affairs, or the University Senate
- D. To recommend to appropriate bodies and/or officials the establishment of new programs for the preparation of students to meet professional, state, and institutional standards for practice in Preschool through Grade 12 settings
- E. To establish and implement policies and standards for admission to professional education
- F. To establish and implement policies and standards for admission to student teaching
- G. To review and act upon applications for admission to professional education and applications to do student teaching
- H. To receive and review annual reports submitted by the College Assessment Committee regarding the assessment of programs leading to certification by Kentucky's Education Professional Standards Board
- I. To receive and review annual reports regarding the use of assessment data in programs leading to certification by Kentucky's Education Professional Standards Board
- J. To provide oversight of student progress (including student teaching, internships, and other field experiences) toward program completion
- K. To make decisions and hear student appeals regarding admission to and continuance ~~of students~~ in the university's professional education programs, and to hear appeals of decisions to dismiss students from programs leading to certification by Kentucky's Education Professional Standards Board.
- L. To establish subcommittees as needed for accomplishing the work of the Council

IV. COMPOSITION OF THE PROFESSIONAL EDUCATION COUNCIL

- A. **Ex-officio Members** (voting)
1. Dean, College of Education and Behavioral Sciences (chair)
 2. Associate Dean for Academic Programs, or other college faculty member or administrator appointed by the Dean (vice chair)
 3. Director, Office of Teacher Services and School Relations
 4. Director, EdD program
- B. **Elected Faculty Members** (voting)
1. Each academic department/unit that offers a program leading to certification by Kentucky's Education Professional Standards Board (EPSB) may elect one faculty representative per program area. A "program area" is defined as a content area in which an EPSB-approved graduate and/or undergraduate major is offered.
 2. Graduate Council representative
 3. University Senate representative
- C. **Student Members and Alternates** (voting)
1. One undergraduate student representative and one undergraduate student alternate representative, both enrolled in programs leading to certification by Kentucky's Education Professional Standards Board, and appointed by the Student National Education Association
 2. One graduate student representative and one graduate student alternate representative, both enrolled in programs leading to certification by Kentucky's Education Professional Standards Board, and appointed by the Professional Education Council
- D. **Professional Educator Members and Alternates** (voting)
1. One classroom teacher appointed by the Kentucky Education Association. One alternate classroom teacher representative may be appointed.
 2. One school principal, superintendent, guidance counselor, school psychologist, or pupil personnel director appointed by the Executive Director of the Green River Regional Educational Cooperative. One alternate representative may be appointed.
- E. **Advisory Members** (non-voting)
1. University Registrar
 2. Teacher Certification Officer
 3. Associate Dean for Accountability and Research

The Dean may appoint other advisory members as appropriate.

V. QUALIFICATIONS AND TERMS OF OFFICE

- A. **Faculty**
1. Membership Qualifications: Individuals holding full-time faculty appointments are eligible for election as representatives to the Professional Education Council.
 2. Term of Office: Elected faculty representatives shall serve two-year terms that begin August 15 of the first year and end twenty-four months later on August 14 of the second year. Elections to fill vacancies shall be conducted by the department where the vacancy has occurred and shall be only for the unexpired term. Faculty representatives are eligible for re-election.
- B. **Students**
1. Membership Qualifications: Student representatives must be enrolled in programs leading to certification by the Education Professional Standards Board and are appointed by the Student ~~National Education-Government~~ Association.

2. Term of Office: Student representatives shall serve one-year terms and may be reappointed.

C. **Professional Educators**

1. Membership Qualifications: The classroom teacher representative and alternate shall be appointed by the Kentucky Education Association. The school principal, superintendent, guidance counselor, school psychologist, or pupil personnel director representative and alternate shall be appointed by the Executive Director of the Green River Regional Educational Cooperative.

2. Term of Office: Professional educator representatives shall serve two-year terms.

VI. OFFICERS OF THE PROFESSIONAL EDUCATION COUNCIL

A. **Chair:** The Dean of the College of Education and Behavioral Sciences shall serve as chair.

B. **Vice Chair:** The Dean of the College of Education and Behavioral Sciences shall appoint a vice chair from among the college faculty or administrators.

C. **Secretary/Recorder:** The Chair shall appoint a Secretary/Recorder, who need not be a member of the Professional Education Council.

VII. COMMITTEES OF THE PROFESSIONAL EDUCATION COUNCIL

A. **Standing Committees**

1. Academic Policy Committee

The Academic Policy Committee shall have as its purpose to develop, implement, and review academic policies related to programs in professional education. Five members shall be appointed by the Chair from the membership of the Professional Education Council, with no more than two members from any one college. The members of the Academic Policy Committee shall select one member to serve as chair. Meetings will be called as needed.

2. Admission and Retention Committee

The Admission and Retention Committee shall have two purposes: to ~~review applications for~~ hear appeals regarding denial of admission to programs leading to certification by Kentucky's Education Professional Standards Board, and to review the status of students admitted to certification programs and make recommendations regarding continuance. Five members shall be appointed by the Chair of the Professional Education Council from the membership of the Council: one PEC member who holds a professional certificate in education; three university faculty members, at least one of whom represents a department outside the College of Education and Behavioral Sciences; and the ~~Associate Dean for Academic Programs~~ vice chair of the Professional Education Council, who shall serve as chair of the Admission and Retention Committee. Meetings will be called as needed. The committee may propose such rules as it deems necessary for the conduct of committee business, and these rules must be approved by the full Professional Education Council.

B. **Ad Hoc Committees**

The Chair of the Professional Education Council may create ad hoc committees as needed and may appoint members of ad hoc committees from either the membership or from outside the membership, as appropriate to the purpose for which the ad hoc committee is created.

VIII. AMENDMENTS TO BYLAWS

Amendments to the Bylaws of the Professional Education Council require a two-thirds majority vote of the membership for adoption.

IX. RULES AND PROCEDURES OF THE PROFESSIONAL EDUCATION COUNCIL

A. **Organization**

1. Chair: The Chair shall preside at the meetings of the Professional Education Council and shall be responsible for seeing that the agenda is prepared and that the minutes of the meetings are properly kept. The Chair may create ad hoc committees as needed and may appoint members thereto.
2. Vice Chair: The Vice Chair shall preside at meetings of the Professional Education Council in the absence of the Chair and shall assume other duties at the request of the Chair.
3. Secretary/Recorder: The Secretary/Recorder shall be responsible for preparing the agenda for all meetings, keeping the minutes for all meetings, and notifying the members of all meetings.

B. **Meetings**

1. Schedule: Regular meetings of the Professional Education Council shall be held on the second Wednesday of the month at 3:30 PM. Exceptions may be made for holiday periods. June and July meetings shall begin at 2:00 PM. Special meetings may be called at the discretion of the Chair.
2. Quorum: A quorum shall consist of a simple majority of the voting members of the Professional Education Council.
3. Parliamentary Authority: the Sturgis Standard Code of Parliamentary Procedure shall be the parliamentary authority of the Professional Education Council.
4. Voting Requirements: An affirmative vote of a majority of those present shall be required for passage of motions. Normally, voting shall take place by voice or by show of hands, but any member may request a vote by secret ballot, and that request shall be granted.

Discussion pertaining to a specific department/unit may be conducted without representation from that department or unit. However, *action* on any matter pertaining to a specific department or unit shall occur only if a representative from that department/unit is present.

On occasion, with consent of the membership, a vote may be conducted electronically. The conditions and requirements for conducting an electronic vote shall be specified at the time that a matter is put to a vote. If a member objects to making a decision by voting electronically, a meeting shall be called at a time announced by the Chair.

5. Visitors: All meetings shall be open to visitors, but visitors may be seated separately from members. The privilege of addressing the members of the Professional Education Council may be granted to a visitor at the Chair's discretion.

6. First and Second Readings: Most matters brought before the Professional Education Council require only one reading. ~~Exceptions to this are the following, which require two readings: proposals to establish or make major revisions to programs; proposals to make major changes to the Bylaws of the Professional Education Council; or other substantive matters, as determined by the Chair. Proposals to amend the bylaws of the PEC and proposals related to other substantive matters, as determined by the Chair, require two readings. Prior to a vote on a motion, a member may move to require two readings on that motion. The motion to require two readings may be debated, and it requires approval by two-thirds of the voting members present. If the Chair has ruled that a matter requires two readings, A~~ member may move to ~~suspend the rules and~~ waive the second reading. ~~This~~ The motion ~~to waive the second reading~~ may be debated, and it requires approval by two-thirds of the voting members present.

7. Agenda and Minutes: The agenda for a meeting of the Professional Education Council and the minutes of the previous meeting shall be prepared by the Chair with the assistance of the Secretary/Recorder. Items for inclusion on the agenda must be submitted to the Secretary/Recorder by ~~noon of the Friday preceding the meeting~~ the deadline stipulated by the

Chair. All proposals must follow the formats established by the [University Undergraduate Curriculum Committee](#). The agenda and the minutes of the previous meeting shall be distributed to Professional Education Council members a reasonable time prior to the meeting.

8. Alternates: A faculty member who cannot attend a meeting is responsible for designating another faculty member in the member's department (or unit of representation) to attend and vote in the member's place. A student member who cannot attend a meeting shall be responsible for designating another qualified student member to attend and vote in the member's place. Professional educator members who cannot attend a meeting are asked to notify their appointed alternates to attend and vote in the member's place. The member should provide the alternate with agenda materials. Members are expected to notify the Secretary/Recorder when they have asked alternates to attend in their places.

A member who misses two consecutive meetings or three non-consecutive meetings within an academic year without sending his/her alternate may be removed from office if a majority of the Professional Education Council votes to recommend removal. The department of the member who has been removed will then be contacted and asked to elect another representative.

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

February 9, 2012 – March 14, 2012

ELEMENTARY P-5

Alber, Hannah
Black, Lindsay
Drake, Mary
Edwards, Faith
Graves, Aaron
Harlow, Adina
Lynch, Jessica
Miller, Melissa
Stevens, Jacklyn
Stringer, Sara A.
Willett, Stephanie

MIDDLE GRADES

Allen, Stephen	Math
Basham, Emilee	Math
Beck, James	Math
Greenfield, Gregory	Math
Hart, William	Math
Kirby, Ashley	SS/Eng
Mattingly, Holly	Math
Metcalf, Douglas	Sci/SS
Snyder, Stephanie	Math

5-12

P-12

Beach, Elizabeth	Music – Vocal
Feldman, Maranda	EXED
Paris, Alex	PE
Pond, Kenneth	PE
Portman, Brittany	Art
Smiley, Eric	PE

IECE

SECONDARY

Cantway, Jenna	Chemistry
Danridge, Jordan	Earth & Space Science
Gardner, Liesel	Math
Ghee, Tyler	Math
McLean, Andrew	Social Studies
Vaughn, Joshua	Math
Williams, Lindsay	Math

MASTERS

Medlen, Nathaniel	EXED
Meserve, Hadley A.	EXED

EdS

Carey, Ashley A.

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

STUDENT TEACHER CANDIDATES FOR FALL 2012

QUALIFIED

*****STUDENT TEACHING APPLICATION ACCEPTED***3/14/12*****

WKU ID	First	Last	MAJOR
	MISTY	WHITNEY	5-12/FCS
	ANGELA	AMOS	ELEMENTARY
	COURTNEY	ANDERSON	ELEMENTARY
	JESSICA	BELCHER	ELEMENTARY
	KAITLIN	BLAIR	ELEMENTARY
	CASI	BRIGHT	ELEMENTARY
	KATHARINE	CANLER	ELEMENTARY
	DUSTIN	CANNON	ELEMENTARY
	ANGELA	CASE	ELEMENTARY
	AMANDA	CLARK	ELEMENTARY
	BRITTANY	CLAYPOOL	ELEMENTARY
	CRYSTAL	COMPTON	ELEMENTARY
	CANDACE	COX	ELEMENTARY
	SAMANTHA	DAHLGREN	ELEMENTARY
	ALLYSON	ECHOLS	ELEMENTARY
	JACQUELINE	EDGE	ELEMENTARY
	SHAWNA	ELDER	ELEMENTARY
	KATHERINE	ELLIS	ELEMENTARY
	ALYSON	EMBRY	ELEMENTARY
	KAYLEIGH	EMBRY	ELEMENTARY
	LINDSIE	ESTES	ELEMENTARY
	MICHELLIAN	FINDLEY	ELEMENTARY
	MONTEKA	FLOWERS	ELEMENTARY
	LORI	FRENCH	ELEMENTARY
	JESSICA	GAD	ELEMENTARY
	ASHLEY	GARDNER	ELEMENTARY
	VICTORIA	GIBSON	ELEMENTARY
	MALLORY	GOODIN	ELEMENTARY
	ALLISON	GRIDER	ELEMENTARY
	SARAH	HALE	ELEMENTARY
	DEVON	HALL	ELEMENTARY
	JORDAN	HAMILTON	ELEMENTARY
	NICOLE	HARLOW	ELEMENTARY
	KARI	HARP	ELEMENTARY
	EMILY	HARROD	ELEMENTARY
	KAYLA	HATCHER	ELEMENTARY
	HALEY	HINTON	ELEMENTARY
	AMANDA	HOSKINS	ELEMENTARY
	CAITLYN	JONES	ELEMENTARY
	WHITNEY	KEOWN	ELEMENTARY

	BRITTANI	LANEY		ELEMENTARY
	CRISTENA	LANG		ELEMENTARY
	JENNIFER	LANTER		ELEMENTARY
	JOANNA	LEISER		ELEMENTARY
	HALEY	LESTER		ELEMENTARY
	TAMMY	LEWIS		ELEMENTARY
	KAYLA	LOGSDON		ELEMENTARY
	MELINDA	LOGSDON		ELEMENTARY
	JESSICA	LYNE		ELEMENTARY
	SHERRI	MATTHEWS		ELEMENTARY
	KARI	MATTINGLY		ELEMENTARY
	MATTHEW	McCLOUD		ELEMENTARY
	CHRISTIE	METCALFE		ELEMENTARY
	COURTNEY	MILLER		ELEMENTARY
	BRITTANY	NAPOLEON		ELEMENTARY
	NIKKI	NICHOLAS		ELEMENTARY
	AMY	O'CONNELL		ELEMENTARY
	AUDRA	PAYNE		ELEMENTARY
	KENDRA	PENCE		ELEMENTARY
	VICTORIA	PHILLIPS		ELEMENTARY
	KELLEY	PURPUS		ELEMENTARY
	WHITNEY	RHODES		ELEMENTARY
	JOHNNY	ROBERTS		ELEMENTARY
	MELINDA	ROBINSON		ELEMENTARY
	JENNIFER	RUTH		ELEMENTARY
	ASHLEY	SIMPSON		ELEMENTARY
	KATHERINE	SIMS		ELEMENTARY
	MOLLY	SMITH		ELEMENTARY
	MONICA	SOARD		ELEMENTARY
	CECILEA	STEPHENS		ELEMENTARY
	KATHERINE	STUBBS		ELEMENTARY
	CRYSTAL	TURNER		ELEMENTARY
	EMILY	WESLEY		ELEMENTARY
	KRISTIN	WHITE		ELEMENTARY
	LUCAS	WHITE		ELEMENTARY
	BRIANNA	WHITE		ELEMENTARY
	MARSHA	WILKERSON		ELEMENTARY
	CRISTA	WILLIAMS		ELEMENTARY
	JESSICA	WILLIAMS		ELEMENTARY
	MELISSA	WILSON		ELEMENTARY
	KIMBERLY	WOOLEY		ELEMENTARY
	WILLIAM	HORTON		MGE/LA/S.STUDIES
	ALYSSA	BLESSITT		MGE/S.STUDIES/LA
	DAVID	BROOKS		MGE/S.STUDIES/LA
	CASEY	SUDDATH		MGE/S.STUDIES/LA

	HOLLY	ADAMS	MGE/LANGUAGE ARTS
	J. MATTHEW	BECK	MGE/MATH
	W. ZACHARY	HART	MGE/MATH
	HOLLY	MATTINGLY	MGE/MATH
	TRACY	REELS	MGE/MATH
	BROOKE	SHIRLEY	MGE/MATH
	STEPHANIE	BRYANT	MGE/MATH/LA
	SARA	DAVIS	MGE/MATH/S.STUDIES
	BRITTANY	EVANS	MGE/SCIENCE
	MARA	BRASSER	MGE/SCIENCE/S.STUDIES
	MELISSA	GOES	MGE/SCIENCE/S.STUDIES
	DEBORAH	GRAHAM	MGE/SCIENCE/S.STUDIES
	STEPHANIE	HUFF	MGE/SCIENCE/S.STUDIES
	JENNIFER	BOWLES	P-12/ART
	BRITTANY	PORTMAN	P-12/ART
	ELIZABETH	BEACH	P-12/MUSIC
	ROSS	HAMMONDS	P-12/PE
	ALEX	PARIS	P-12/PE
	ERIC	SMILEY	P-12/PE
	EDWARD	WADDELL	P-12/PE
	JACOB	WELLS	P-12/PE
	BRADLY	WRIGHT	P-12/PE
	JENNA	CANTWAY	SEC/CHEMISTRY
	KRISTEN	MIKULCIK	SEC/CHEMISTRY
	KADI	BURDEN	SEC/ENGLISH
	JOSHUA	BUSH	SEC/ENGLISH
	AUDREY	GEARHART	SEC/ENGLISH
	LAUREN	McDOWELL	SEC/ENGLISH
	CLARA	REID	SEC/ENGLISH
	JOSHUA	WISEMAN	SEC/ENGLISH
	NATHAN	SMITH	SEC/MATH
	LINDSAY	WILLIAMS	SEC/MATH
	MARTHA	CAUDILL	SEC/SOCIAL STUDIES

	TRAVIS	COYLE		SEC/SOCIAL STUDIES
	AMBER	HILL		SEC/SOCIAL STUDIES
	JARED	JEWELL		SEC/SOCIAL STUDIES
	TINA	MILLER		SEC/SOCIAL STUDIES
	BRANDON	MUDD		SEC/SOCIAL STUDIES
	CHLOE	MULLER		SEC/SOCIAL STUDIES
	LINDSEY	PRIDY		SEC/SOCIAL STUDIES
	MEGAN	VINCENT		SEC/SOCIAL STUDIES
	LAURA	CRABTREE		SPECIAL EDUCATION

STUDENT TEACHER CANDIDATES FOR FALL 2012

NOT QUALIFIED

*****STUDENT TEACHING APPLICATION PENDING***3/14/12*****

(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)

WKU ID	FIRST	LAST	D	MAJOR
	CORTNEY	SCOTT	CA	5-12/AGRICULTURE
	ASHLY	McGINNIS	X	5-12/FCS
	KRISTEE	BOARD	X	ELEMENTARY
	KAELYN	DAY	CP	ELEMENTARY
	CHELSEA	HERMANN	X	ELEMENTARY
	COURTNEY	MAGLINGER	X	ELEMENTARY
	AMELIA	SATTERLY	CP	ELEMENTARY
	BRITTANY	TAYLOR	CP	ELEMENTARY
	MICHAEL	WARREN	CP	ELEMENTARY
	ANGELA	MICHAEL	X	IECE
	MARIAH	BURNLEY	CP	MGE/LA/S.STUDIES
	SHAWNA	MULLEN	X	MGE/LA/S.STUDIES
	ALLISON	NORRIS	X	MGE/LA/S.STUDIES
	J. DEREK	NUTT	CP	MGE/LA/S.STUDIES
	HILARY	SYKES	X	MGE/LA/S.STUDIES
	MICAH	OGLES	X	MGE/S.STUDIES/LA
	KELSIE	HUGHES	CA	MGE/MATH
	VALERIE	LEWIS	X	MGE/MATH
	STEPHANIE	MILLER	CP	MGE/MATH/S.STUDIES
	RACHELLE	THOMAS	X	MGE/SCIENCE/LA

	CHRISTOPHER	BLAKE	X	P-12/MUSIC
	SERENA	OSBORNE	CA	P-12/MUSIC
	EMILY	WHITE	CP	P-12/MUSIC
	ADAM	NEWTON	CA	P-12/PE
	KENNETH	POND	CP	P-12/PE
	J. BLAKE	ROBERTS	CA	P-12/PE
	BRITTANY	STONE	CA	SEC/CHEMISTRY
	JORDAN	DANRIDGE	CP	SEC/EARTH SCIENCE
	LISA	HENNING	CA	SEC/EARTH SCIENCE
	PAUL	MAYFIELD	X	SEC/MATH
	LANCE	PAULEY	X	SEC/PHYSICS
	CRAIG	KIRCHGESSNER	CP	SEC/SOCIAL STUDIES
	ALEX	TAYLOR	CP	SEC/SOCIAL STUDIES
	JUSTIN	WHITE	CP	SEC/SOCIAL STUDIES
	AMANDA	MILLER	CP	SPECIAL EDUCATION

CA = Has not met Teacher Admission Requirements

CP = Critical Performance Score Deficiency Pending

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

D = Disposition Score Deficiency Pending

STUDENT TEACHER CANDIDATES FOR SPRING 2012

*****STUDENT TEACHING APPLICATION WITHDRAWN***3/14/12*****

WKU ID	FIRST	LAST	MAJOR	DATE
	NICHOLAS	SIMMONS	SEC/SOCIAL STUDIES	2/18/12

College of Health and Human Services (CHHS)
Office of the Dean 745-8912
Report to the Professional Education Council

March 7, 2012

The following items are submitted for consideration at the March 14 meeting of the PEC

Type of Item	Description in Item and Contact Information
Information (Memorandum)	Proposal to Change Course Prefix PE to KIN Contact: Scott Lyons, scott.lyons@wku.edu , 745-6035
Consent	Proposal to Revise Course Title PE 503 Motor Learning Contact: Scott Lyons, scott.lyons@wku.edu , 745-6035
Consent	Proposal to Revise Course Catalog Listing PE 504 Advanced Exercise Physiology Contact: Scott Lyons, scott.lyons@wku.edu , 745-6035
Action	Proposal to Make Multiple Revisions to a Course PE 501 Research Methods in Physical Education Contact: Scott Lyons, scott.lyons@wku.edu , 745-6035
Action	Proposal to Make Multiple Revisions to a Course PE 515 PE/Rec Assessment Contact: Scott Lyons, scott.lyons@wku.edu , 745-6035
Action	Proposal to Revise a Program 090 Master of Science in Physical Education Contact: Scott Lyons, scott.lyons@wku.edu , 745-6035

Proposal date: 8/23/11

Memorandum
Proposal to Change Course Prefix
(Information Item)

TO: University Curriculum Committee
FROM: Sponsoring Unit: Kinesiology, Recreation and Sport
Department: Kinesiology, Recreation and Sport
Contact Person's Name: Scott Lyons
Contact Person's Email: scott.lyons@wku.edu
Contact Person's Phone: 745.6035
CHANGE: Current Course Prefix: PE
Proposed Course Prefix: KIN

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX: 501, 503, 504, 505, 507, 508, 513, 514, 515, 516, 520, 521, 522,
523, 524, 530, 596, 599, 600

RATIONALE: Course prefix is being changed to reflect the title revision of the Master's program in Physical Education to Kinesiology.

DATE OF IMPLEMENTATION: Spring 2013

Attachment: Course Inventory Form

Proposal Date: 8/23/11

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 503
- 1.2 Current course title: Motor Learning
- 1.3 Credit hours: 3

2. Proposed course title: Advanced Motor Learning and Control

3. Proposed abbreviated course title: Adv Motor Learn and Control

4. Rationale for the revision of course title: There is an undergraduate course entitled “Motor Learning and Control.” Adding the word “Advanced” suggests the more advanced, graduate content of this course and helps to prevent confusion. It also makes it consistent with how we have named other courses in our program.

5. Proposed term for implementation: Spring 2013

6. Dates of prior committee approvals:

KRS Department:	1/31/12
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/23/11

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of course:

- 1.1 Course prefix and number: PE 504
- 1.2 Course title: Advanced Exercise Physiology
- 1.3 Credit hours: 3

2. Current course catalog listing: Application of physiological principles of motor activity. Emphasis on improving instructional practices.

3. Proposed course catalog listing: A comprehensive study of the acute responses and chronic adaptations resulting from exercise or other stressors on the physiological function of the human body. Particular attention will be given to applied learning, as well as to review and critique of current research.

4. Rationale for revision of the course catalog listing: The current catalog listing is not only inadequate in length, but it does not reflect the content of this graduate level, advanced exercise physiology course. The proposed catalog listing resolves this problem.

5. Proposed term for implementation: Spring 2013

6. Dates of prior committee approvals:

KRS Department:	1/31/12
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745-6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 501
- 1.2 Course title: Research Methods in Physical Education
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Research Methods in Physical Education
- 2.2 Proposed course title: Research Methods in Kinesiology
- 2.3 Proposed abbreviated title: Research Methods Kinesiology
- 2.4 Rationale for revision of course title: This change is to reflect the title revision of the Master's program in Physical Education to Kinesiology.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

- 4.1 Current prerequisites/corequisites/special requirements:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Selected studies in the physical education literature related to methods, materials, techniques, and planning of research studies used and conducted by the profession. (To be taken in first term of enrollment)
- 5.2 Proposed course catalog listing: An examination of the methods, materials, techniques, and planning of research studies used and conducted in the various disciplines of kinesiology. (To be taken in first term of enrollment.)
- 5.3 Rationale for revision of course catalog listing: This change is to reflect the title revision of the Master's program in Physical Education to Kinesiology.

6. Revise course credit hours: N/A

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Spring 2013

8. Dates of prior committee approvals:

KRS Department: 1/31/12

CHHS Graduate Curriculum Committee 2/13/12

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 515
- 1.2 Course title: PE/Rec Assessment
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: PE/Rec Assessment
- 2.2 Proposed course title: Advanced Measurement and Evaluation
- 2.3 Proposed abbreviated title: Adv Measurement & Evaluation
- 2.4 Rationale for revision of course title: This is the graduate version of our undergraduate course in Measurement and Evaluation, thus this title will make it consistent with how we have named other courses.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

- 4.1 Current prerequisites/corequisites/special requirements:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Focusing on assessment tools utilized to measure motor development, fitness, motor skills, etc.
- 5.2 Proposed course catalog listing: Study and application of assessment tools and statistical techniques commonly used in kinesiology research. Includes regression modeling, single and multi-factor analysis of variance, and repeated measures designs.

5.3 Rationale for revision of course catalog listing: Current course description is inadequate. Proposed course description is a better representation of what is entailed in the course.

6. Revise course credit hours: N/A

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Spring 2013

8. Dates of prior committee approvals:

KRS Department: 1/31/12

CHHS Graduate Curriculum Committee 2/13/12

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise a Program
(Action Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of program:

- 1.1 Current program reference number: 090
- 1.2 Current program title: Master of Science in Physical Education
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- Program title will be changed to Master of Science in Kinesiology.
- The current general concentration in Exercise Science, which included fifteen hours of unrestricted electives, will be replaced by three well-defined concentrations in Exercise Physiology, Fitness Management, and Health Promotion.
- Admission requirements for these concentrations (Exercise Physiology, Fitness Management, and Health Promotion) will be consistent with those stipulated by Western Kentucky University’s Office of Graduate Studies.
- Addition of KIN 598 as a requirement for students in the Exercise Physiology concentration who choose the non-thesis option. The non-thesis option students will complete this course and take comprehensive exams. This is the *only* new course that has been written for this program revision. All other courses are already on the books and are currently being taught by existing faculty. No new faculty will be required to satisfy this program revision.

3. Detailed program description:

Current Program

Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
		<i>Core requirements</i>					<i>Core requirements</i>	
PE	501	Research Methods	3		PE	501	Research Methods	3
PE	503	Adv Motor Learn & Con	3		PE	503	Adv Motor Learn & Con	3
PE	504	Adv Ex Phys	3		PE	504	Adv Ex Phys	3
PE	515	Adv Meas & Eval	3		PE	515	Adv Meas & Eval	3
		Total	12				Total	12

4. Rationale for the proposed program change:

- There are two primary reasons for changing the title of the program: 1. The term “Kinesiology” is a much more current and appropriate term as Kinesiology is the study of human movement. While the term “Physical Education” is certainly appropriate for our undergraduate program in Teacher Education, it does not sufficiently encompass the various concentrations contained within this graduate program. 2. The name of the department was changed a couple of years ago from “Physical Education and Recreation” to “Kinesiology, Recreation and Sport.” Changing the name of the program makes it more congruent with our department name, especially as we have a separate graduate program in “Recreation and Sport Administration.”
- The reasons for replacing the Exercise Science concentration are to update to more current terminology, to give a more rigid structure to our graduate program, and to better define the offerings within the graduate program. Exercise Science is a general term that is usually reserved for undergraduate programs, while Exercise Physiology is considered the appropriate term for the more focused graduate level programs. This concentration will be offered face-to-face and will include significant laboratory time within the required courses. The Fitness Management concentration will be done collaboratively with the Recreation and Sport Administration faculty, while the Health Promotion concentration will be a collaborative effort between our department and the Department of Public Health. These two concentrations will be offered on-line and may be cohorts through DELO.
- With the replacement of one concentration with three defined concentrations, the admission requirements need to be delineated for the three concentrations of Exercise Physiology, Fitness Management, and Health Promotion.
- The reason for adding KIN 598 is that we have historically allowed the “non-thesis option” students to take electives and then take comprehensive exams. Now, the non-thesis option students will be required to take KIN 598. This will provide the students with exposure to the research process on a smaller scale than with the thesis, which we believe is important to the graduate education process. Those students choosing the thesis option will still take KIN 599 (thesis research).

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

KRS Department: 1/31/12

CHHS Graduate Curriculum Committee 2/13/12

Professional Education Council _____

Graduate Council

University Senate

Attachment: Program Inventory Form

Proposal Date: January 18, 2012

**Ogden College of Science and Engineering
Department of Mathematics & Computer Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 211
- 1.2 Course title: Math for Elementary Teachers I
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Math 211 was part of a two-course sequence required for elementary, middle grades, and exceptional education majors. This course sequence, Math 211 and Math 212, has been replaced with a three course sequence (Math 205, Math 206, and Math 308). As a result, Math 211 is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2012

5. Dates of prior committee approvals:

Mathematics & Computer Science Department: 1/27/2012

Ogden Curriculum Committee 3/01/2012

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: January 18, 2012

**Ogden College of Science and Engineering
Department of Mathematics & Computer Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 212
- 1.2 Course title: Math for Elementary Teachers II
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Math 212 was part of a two-course sequence required for elementary, middle grades, and exceptional education majors. This course sequence, Math 211 and Math 212, has been replaced with a three course sequence (Math 205, Math 206, and Math 308). As a result, Math 212 is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2012

5. Dates of prior committee approvals:

Mathematics & Computer Science Department: 1-27-2012

Ogden Curriculum Committee 3/01/2012

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 01/19/2012

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 122
- 1.2 Course title: Calculus of a Single Variable I
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

MATH 122 was the first of a 3-semester calculus sequence (MATH122-132-232) that was equivalent to our previous MATH 126-227 calculus sequence. Two of the courses in the sequence (MATH 132 and MATH 232) have already been deleted. Since we no longer offer MATH 122, it should be deleted as well. Our current calculus sequence is MATH 136-137.

3. Effect of course deletion on programs or other departments, if known: None

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

Department of Mathematics and Computer Science: 1/27/2012

OSCS Curriculum Committee 3/01/2012

Professional Education Council (if applicable) _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:01/19/2012

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 331
- 1.2 Course title: DIFFERENTIAL EQUATIONS
- 1.3 Credit hours: 3

2. Current course catalog listing: Methods of solution of differential equations, existence and nature of solutions, systems of differential equations, applications, and numerical solutions.

3. Proposed course catalog listing: Methods of solution of differential equations, existence and nature of solutions, Laplace transform method, infinite series and numerical solutions, and applications.

4. Rationale for revision of the course catalog listing:

The subject of “systems of differential equations” is already covered in the newly created course MATH 370. This topic should be replaced with the “infinite series solutions” in MATH 331. For emphasis, we mention the Laplace transform method specifically, even though it could be envisioned as just another method in the general framework of “methods of solution”.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

Department of Mathematics and Computer Science: 1-27-2012

OSCS Curriculum Committee 3/01/12

Professional Education Council (if applicable) _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: February 10, 2012

**Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Hemali Rathnayake, Hemali.rathnayake@wku.edu, 270-745-6238

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CHEM 120
- 1.2 Course title: College Chemistry I
- 1.3 Credit hours: 4 hrs

2. Proposed course credit hours: 3

3. Rationale for the revision of course credit hours:

The current 4/1 credit hour format for CHEM 120/121 is not working well for content and scheduling reasons. The additional hour in the CHEM 121 laboratory will allow more time for pre-laboratory lectures and avoid the rush to complete laboratory experiments. We plan to utilize existing technology to standardize key material in CHEM 121 recitations to prevent any inconsistencies in coverage within CHEM 121, since most students do not have the same instructor for both CHEM 120 and 121. The switch to the 3/2-credit format also will make it possible to schedule CHEM 120 using only one lecture block. The current four-credit format overlaps two class periods.

4. Proposed term for implementation: Spring 2013

5. Dates of prior committee approvals:

Chemistry Department:	February 10 2012
OCSE Curriculum Committee:	March 1, 2012
Professional Education Council	_____
General Education Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 10, 2012

**Ogden College of Science and Engineering
Department of Chemistry
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Hemali Rathnayake, Hemali.rathnayake@wku.edu, 270-745-6238

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CHEM 121
- 1.2 Course title: College Chemistry I Lab
- 1.3 Credit hours: 1

2. Proposed course credit hours: 2 hrs

3. Rationale for the revision of course credit hours:

The current 4/1 credit hour format for CHEM 120/121 is not working well for content and scheduling reasons. The additional hour in the CHEM 121 laboratory will allow more time for pre-laboratory lectures and avoid the rush to complete laboratory experiments. We plan to utilize existing technology to standardize key material in CHEM 121 recitations to prevent any inconsistencies in coverage within CHEM 121, since most students do not have the same instructor for both CHEM 120 and 121. The switch to the 3/2-credit format also will make it possible to schedule CHEM 120 using only one lecture block. The current four-credit format overlaps two class periods.

4. Proposed term for implementation: Spring 2013

5. Dates of prior committee approvals:

Chemistry Department:	February 10 2012
OCSE Curriculum Committee:	March 1, 2012
Professional Education Council	_____
General Education Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

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

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

1. Identification of program:

- 1.1 Current program reference number: 046
- 1.2 Current program title: School Counseling
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Revise Application Process for the Department of Counseling and Student Affairs Master's Degree Program in School Counseling.
- Correct departmental URLs.
- Edit and revise content for clarity and accuracy.

3. Detailed program description:

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

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

Application for admission requires three steps:

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

Step 1. Submit required materials to Graduate Studies

- ~~A.~~ Complete the online graduate application process found at the following address: https://acsapps.wku.edu/pls/prod/bwskalog.P_DisplLoginNon?app_level=GR
- ~~B.~~ Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- ~~C.~~ Submit official transcripts of all post-secondary academic work. **All applicants must have a minimum overall GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours. Admission is competitive; the GPA listed above is the minimum.**
- ~~D.~~ All applicants who hold a current valid teaching certificate must submit an official copy of their teaching certificate.
- ~~E.~~ Submit an official report of the Graduate Record Examination (GRE) (*including the*

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

Application for admission requires three steps:

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

Step 1. Submit required materials to Graduate Studies

1. Complete the online graduate application process found at the following address: https://acsapps.wku.edu/pls/prod/bwskalog.P_DisplLoginNon?app_level=GR&qty_pe=GR
2. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
3. Submit official transcripts of all post-secondary academic work.
4. All applicants who hold a current valid teaching certificate **in any state** must submit an official copy of their teaching certificate.
5. Submit an official report of **either** the Graduate Record Examination (GRE) (*including the analytic writing section*) **or the Miller Analogy Test directly to Graduate Studies.**

Be sure to complete the GRE or Miller

analytic writing section) directly to Graduate Studies.

Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

~~All applicants for the School Counseling Program are required to submit GRE scores. Minimum required scores are at least a Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5. Admissions are competitive and these scores represent minimum acceptable scores.~~

- ~~6.~~ Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

Step 2 . Apply to the School Counseling Program.

The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the **specified materials** directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
 - a. Discuss what it would mean to you to become a school counselor.
 - b. Describe your personal characteristics that prepare you to become an effective school

Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

6. Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

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1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
 - a. Discuss what it would mean to you to become a school counselor.
 - b. Describe your personal characteristics that prepare you to become an effective school

<p>counselor.</p> <ul style="list-style-type: none"> c. Discuss how you deal with your emotional reactions to events in your life. d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. e. Briefly discuss how you deal with stressful events. f. Explain how your friends and family would describe the way you function in your relationships with them. g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives. <p>2. A completed admission form PDF MS Word,</p> <ul style="list-style-type: none"> a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.) <i>Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.</i> <p>3. Three recommendations that use the Candidate Recommendation Form: PDF MS Word</p> <ul style="list-style-type: none"> a. Recommendations are required from people who are able to comment on your professional competence. <i>Professors, adjuncts</i> 	<p>counselor.</p> <ul style="list-style-type: none"> c. Discuss how you deal with your emotional reactions to events in your life. d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. e. Briefly discuss how you deal with stressful events. f. Explain how your friends and family would describe the way you function in your relationships with them. g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives. <p>2. A completed admission form http://www.wku.edu/csa/documents/admission/app_admission.pdf or http://www.wku.edu/csa/documents/admission/app_admission.docx</p> <ul style="list-style-type: none"> a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) <i>Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.</i> <p>3. Three recommendations that use the Candidate Recommendation Form: http://www.wku.edu/csa/documents/admission/rec-forms.pdf or http://www.wku.edu/csa/documents/admission/rec-forms.docx</p>
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and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.

- b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this **person** an envelope in which they will seal the recommendation.
- c. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.

4. An unofficial copy of your transcripts and GRE scores.

5. A current vita

6. Mail your complete application portfolio to:
Department of Counseling and Student Affairs
School Counseling Program
Western Kentucky University
Gary A Ransdell Hall 2011
1906 College Heights Blvd. #51031
Bowling Green, KY 42101-**1031**

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

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

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

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

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

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

4. An unofficial copy of your transcripts and GRE or **Miller Analogy Test** scores.

5. A current vita

6. Mail your complete application portfolio to:
Department of Counseling and Student Affairs
School Counseling Program
Western Kentucky University
Gary A Ransdell Hall 2011
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The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

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

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

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

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

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment ~~and who are ranked high~~ following the interview assessment.

After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements—48 hours

The specific requirements for the MAE program in School Counseling are as follows:

- CNS 550 Introduction to Counseling
- CNS 551 Classroom Guidance
- CNS 598 Research and Program Evaluation in Counseling
- CNS 552 Testing and Assessment
- CNS 554 Group Counseling
- CNS 555 Social and Cultural Diversity
- CNS 556 Developmental Career Counseling
- CNS 557 Human Development
- CNS 558 Counseling Theories
- CNS 559 Techniques of Counseling
- CNS 660 Administration of Counseling Services
- CNS 568 Counseling Children and Adolescents
- CNS 658 Seminar Guidance/Counseling

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

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

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment **and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.**

After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements—48 hours

The specific requirements for the MAE program in School Counseling are as follows:

- CNS 550 Introduction to Counseling
- CNS 551 Classroom Guidance
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- CNS 557 Human Development
- CNS 558 Counseling Theories
- CNS 559 Techniques of Counseling
- CNS 660 Administration of Counseling Services
- CNS 568 Counseling Children and Adolescents
- CNS 658 Seminar Guidance/Counseling

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

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

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

Fall 2012.

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: _____ 1/11/2012 _____

CEBS Curriculum Committee _____ 2/7/2012 _____

Professional Education Council _____

Graduate Council:

University Senate:

Proposal Date: February 20, 2012

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Bud Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDFN 548
- 1.2 Course title: Research in Curriculum and Instruction
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The course was developed as an elective in the Co-operative Doctoral Program and is no longer needed as the program is being phased out. None of the students remaining in the program need the course.

3. Effect of course deletion on programs or other departments, if known:

Deletion of the course will have no impact on any other program.

4. Proposed term for implementation:

Fall 2012

5. Dates of prior committee approvals:

EALR Department/Division:	02/21/2012
CEBS Curriculum Committee	02/28/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 20, 2012

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Bud Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDFN 720
- 1.2 Course title: Foundation of Rural Education Policy
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The course was developed as an elective in the Co-operative Doctoral Program and is no longer needed as the program is being phased out. None of the students remaining in the program need the course.

3. Effect of course deletion on programs or other departments, if known:

Deletion of the course will have no impact on any other program.

4. Proposed term for implementation:

Fall 2012

5. Dates of prior committee approvals:

EALR Department/Division:	02/21/2012
CEBS Curriculum Committee	02/28/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 20, 2012

**College of Education and Behavioral Science
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Bud Schlinker; bud.schlinker@wku.edu; 745-4890

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: EDAD 586
 - 1.2 Course title: Creating a High Performance Culture
 - 1.3 Credit hours: 3

- 2. Rationale for the course deletion:**
The course was developed for one time use in a pilot school principal preparation program.

- 3. Effect of course deletion on programs or other departments, if known:**
Deletion of the course will have no impact on any other program.

- 4. Proposed term for implementation:**
Fall 2012

- 5. Dates of prior committee approvals:**

EALR Department/Division:	02/21/2012
CEBS Curriculum Committee	02/28/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 20, 2012

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Bud Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDAD 611
- 1.2 Course title: Leading Change
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The course was developed for one time use in a pilot school principal preparation program.

3. Effect of course deletion on programs or other departments, if known:

Deletion of the course will have no impact on any other program.

4. Proposed term for implementation:

Fall 2012

5. Dates of prior committee approvals:

EALR Department/Division:	02/21/2012
CEBS Curriculum Committee	02/28/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 20, 2012

**College of Education and Behavioral Science
Department of Educational Administration, Leadership, and Research
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Bud Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDAD 680
- 1.2 Course title: Removing Barriers to Learning
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The course was developed for one time use in a pilot school principal preparation program.

3. Effect of course deletion on programs or other departments, if known:

Deletion of the course will have no impact on any other program.

4. Proposed term for implementation:

Fall 2012

5. Dates of prior committee approvals:

EALR Department/Division:	02/21/2012
CEBS Curriculum Committee	02/28/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Retta E. Poe, retta.poe@wku.edu, 745-4662, or Janet Applin, janet.applin@wku.edu, 745-4662

- 1. Identification of policy:** Policy on Requirements for Recommendation for Initial Certification at the Baccalaureate Level (including post-baccalaureate certification-only programs)
- 2. Statement of current policy:**

To be recommended for initial certification at the baccalaureate level (including post-baccalaureate certification-only programs), an applicant must document:

 - Completion of an approved program in each desired certification area(s);
 - Passing score(s) on the PRAXIS II exam(s) or other assessments required for each desired teaching area(s);
 - Achievement of at least a 2.5 GPA overall, in each major(s) and minor(s), and in professional education courses; and
 - Attainment of at least a “C” in each professional education course, including EDU 489 and student teaching.
- 3. Statement of proposed policy:**

To be recommended for initial certification at the baccalaureate level (including post-baccalaureate certification-only programs), an applicant must document:

 - Completion of an approved program in each desired certification area(s);
 - Passing score(s) on the PRAXIS II exam(s) or other assessments required for each desired teaching area(s);
 - Achievement of at least a 2.75 GPA overall, in each certifiable major(s) and minor(s), and in professional education courses; and
 - Attainment of at least a “C” in each professional education course, including EDU 489 and student teaching.
- 4. Rationale for proposed revision:** The state has revised the regulation regarding the required minimum GPA for initial certification; that GPA will be raised to 2.75. The proposed policy will bring WKU’s initial certification policy into alignment with the state regulation, and is aligned with SB1 mandates for improving P-12 student achievement, and NCATE’s *Report of the Blue Ribbon Panel on Clinical Preparation and Partnership for Improved Student Learning*.
- 5. Impact of proposed policy on existing academic or non-academic policies:** Other revisions will also be necessary in WKU’s teacher admission policy and student teaching admission policy. Proposals to make these revisions will be forthcoming.
- 6. Proposed date of implementation:** The revised policy will apply to baccalaureate-level initial certification candidates admitted to professional education beginning September 1, 2012, and thereafter.
- 7. Dates of approval:**

School of Teacher Education

02/10/2012

CEBS Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee (for information)

University Senate (for information)

Proposal Date: 12/7/11

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

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

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

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

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

- 4. Rationale for the revision of prerequisites:**

The revision is needed to align this course accurately with new courses in the Special Education LBD/Elementary Dual Certificate Program.

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

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

- 7. Dates of prior committee approvals:**

School of Teacher Education	<u>12/14/2011</u>
CEBS Curriculum Committee	<u>2/7/2012</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

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

3. Discussion of proposed course:

3.1 Course objectives:

The course is intended to prepare students:

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

3.2 Content outline:

Theoretical and cognitive bases of literacy instruction

Exploration of cognition; cognitive processing; the reading and writing processes; the relationship among thinking, reading, and writing; and second-language acquisition.

Selecting and designing appropriate materials, settings, lesson plans, and units for literacy assessment and instruction which use technology and require student use of technology

Investigation of how to evaluate textbooks, trade books, readability, reader-text interactions, Internet texts, and software as they relate to meeting the needs of all students with an emphasis on marginalized learners.

Investigation of formal, informal, and authentic literacy assessments.

Selecting and designing appropriate instructional strategies for literacy instruction

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

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

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

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

4. Resources:

4.1 Library resources:
Existing resources are sufficient for the proposed course.

4.2 Computer resources:
Existing resources are sufficient for the proposed course.

5. Budget implications:

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

5.2 Special equipment needed:
None

5.3 Expendable materials needed:
None other than classroom supplies

5.4 Laboratory materials needed:
None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education 12/14/2011

CEBS Curriculum Committee 02/07/2012

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Library Resources Form

Proposal Date: 12/14/2011

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

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

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is designed for Interdisciplinary Early Childhood Education majors. Western Kentucky University's IECE curriculum is based on Kentucky's IECE Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to design developmentally appropriate curriculum and experiences for young children birth through five years, both with and without disabilities, and their families. Field experiences are designed to deliberately expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective teachers. Observation and first-hand experience within community agencies, child care, preschool and kindergarten settings provide prospective IECE teachers with information and tools that complement classroom study and assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective teaching. The state regulation governing field experiences mandates an increase in the number of field experience hours that candidates must have prior to student teaching or internship, so we must put more field hours into our program. The implementation of this course will help ensure students will attain the early field experience hours mandated by the EPSB.
- 2.2 Projected enrollment in the proposed course: 10 to 15 based on current program enrollment.

- 2.3 Relationship of the proposed course to courses now offered by the department:
 Various courses offered in the School of Teacher Education require field hours with children in P-12 school settings. IECE 526 is a practicum field based course that is designed to allow students to practice key concepts and skills presented throughout the IECE curriculum.
- 2.4 Relationship of the proposed course to courses offered in other departments: Practicum or field experience courses are common in graduate programs that prepare practitioners in various fields. For example, CNS 590 *Practicum* is a practicum course designed for CNS majors and focuses on field experiences in P-12 school settings. Another example is PSY 662 *Practicum in Psychology*, which is designed for psychology students. Similar practicum courses may be found in other programs; however, none is appropriate for IECE students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: similar courses are offered at benchmark and regional institutions. Some examples are:

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

3. Discussion of proposed course:

- 3.1 Course objectives: Upon satisfactory completion of the course, the student will be able to:
- Engage in professional and reflective collaborative practice with children Birth – 5 years of age.
 - Apply recommended EC/ECSE practices.
 - Engage in a strengths-based approach to intervention with young children and their families.
- 3.2 Content outline: as this is a practicum course, specific content may vary, depending on the setting and other situational factors. However, all students will practice skills in the following areas:
- Designing research based interventions to meet individual children’s and families’ needs
 - Implementing research based interventions to meet individual children’s and families’ needs
 - Documenting children’s and families’ progress related to interventions implemented
- 3.3 Student expectations and requirements: Student learning will be evaluated based on quality of work in the field setting, completion of assignments related to the field setting, on-site supervisor ratings, and instructor ratings of student progress in meeting course objectives.

3.4 Tentative texts and course materials:

Noonan, M. J. & McCormick, L. (2006). *Young children with disabilities in natural environments: Methods and procedures*. Baltimore: Brookes.
Pretti-Frontczak, K. & Bricker, D. (2011). *An activity-based approach to early intervention (3rd Ed.)*. Baltimore: Brookes.
Sandall, S. & Ostrosky, M. M. (Eds.). (1999). *Practical ideas for addressing challenging behaviors*. Longmont, CO: Sopris West.

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Spring 2013

7. Dates of prior committee approvals:

School of Teacher Education:	<u>12-14-2011</u>
CEBS Curriculum Committee	<u>2-7-2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Library Resources Form

Proposal Date: 11/30/2011

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

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

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

3. Discussion of proposed course:

- 3.1 Course objectives: Upon satisfactory completion of the course, the student will be able to:
- Discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting IECE.
 - Design age-appropriate, activity-based and routine-based intervention programs that could be used in home-based programs, center-based programs and/or child care settings, including necessary adaptations
 - Develop strategies for monitoring and evaluating child progress, including methods for family involvement
 - Identify and demonstrate skills necessary for successful collaboration with families and professionals, including those from different cultures
 - Discuss models of teaming currently used in early intervention
 - Discuss transition issues and the role of the early intervention team
- These student learning outcomes align with CEC Standards 2, 3, 4, 5, 7, 8, 9, 10.
- 3.2 Content outline:
- Legal foundations of Early Childhood Intervention
 - Program models
 - Child monitoring and family involvement
 - Consultation and collaboration

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

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

3.4 Tentative texts and course materials:
 Hemmeter, M.L., Joseph, G.E., Smith, B.J., & Sandall, S. (2010). *DEC recommended practices series. Program assessment: Improving practices for young children with special needs and their families*. Longmont: Sopris West.
 Bricker, D. (Ed.) et al., (2011). *Assessment, evaluation, and programming system for infants and children* (2nd ed). Baltimore: Brooks.
 Selected readings as assigned

4. Resources:

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education:	<u>1-20-2012</u>
CEBS Curriculum Committee	<u>2-7-2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Library Resources Form

Proposal Date: 11/28/11

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

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

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

3. Discussion of proposed course:

- 3.1 Course objectives: Upon satisfactory completion of the course, the student will be able to:
- Select appropriate advanced procedures and instruments for identifying and assessment children birth to five year with at-risk consideration or developmental delays while considering multicultural issues.
 - Administer, score, and interpret test protocols for selected instruments and write reports.
 - Integrate assessment and biographical information of the child with family needs in various cultures to develop an individualized plan.
 - Evaluate ongoing effectiveness of intervention services and family participation.
 - Devise a continuous assessment plan to determine ongoing needs of the child.
 - Discuss current research, best practice issues, and legislative changes in early childhood assessment.

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

3.2 Content outline:

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

3.3 Student expectations and requirements:

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

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

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education: 12-14-2011

CEBS Curriculum Committee 2-7-2012

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Library Resources Form

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

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

3. Detailed program description:

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

<p>early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.</p> <p>The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:</p> <ul style="list-style-type: none"> • Initial Certification in IECE • Advanced Certification for those with prior certification in IECE <p>Within each concentration, students are expected to become competent in theory, research, and application of recommended practices related to children with and without special needs, ages birth through kindergarten and their families. Each student’s area of concentration will be based upon his or her current teaching certification or lack thereof. Students in both concentrations will complete a core of common courses, and then, will complete specialization and elective courses based upon their certification status, educational background, and career goals.</p>	<p>information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste.</p> <p>The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.</p> <p>The MAT program in IECE, Birth to Primary, Initial Certification is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 34 semester hours of course work and various field experiences. The culminating experience of the program is an internship. Upon completion of the program and achieving a passing score on the required PRAXIS II exam, students are eligible to be recommended for the Statement of Eligibility to teach children ages birth through kindergarten.</p> <p><i>Course Requirements</i></p> <ul style="list-style-type: none"> • CFS 577 Seminar in Child Development Research, or advisor-approved elective (3 hours) • CD 486G Language Disorders or advisor approved elective (3 hours) 	<p>information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/ste The program is designed to prepare early childhood educators to provide leadership in working with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools and other settings with early childhood programs. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families. In addition, graduates may serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc.</p> <p>This degree program is designed for individuals who have prior teaching certification in IECE. The 36-hour program of study consists of 15 semester hours of professional education coursework, 12 semester hours of required specialization courses, and 9 semester hours of specialization electives approved by the advisor.</p>
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<p>Note: To be eligible to be recommended for teacher certification, students must document that they have received a passing score on the required PRAXIS II examination.</p> <p>CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS</p> <ul style="list-style-type: none"> • CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours) • CD 486G Language Disorders or advisor approved elective (3 hours) • IECE 520 Organizing Programs for IECE (3 hours) • SWK 436G Services to Children (3 hours) • PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours) • Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) <p>Total for core courses – 18 hours</p> <p>Initial Certification Concentration</p> <p>The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. Students complete 18 hours of core coursework</p>	<ul style="list-style-type: none"> • IECE 520 Organizing Programs for IECE (3 hours) • PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours) • Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) • CD 481G Speech & Language Development, or advisor-approved elective (3 hours) • SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours) • IECE 521 Assessment in Early Childhood Special Education (3 hours) • IECE 522 Family-Centered Services (3 hours) • IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours) • IECE 524 Internship in IECE (3 hours) <p>Students currently teaching in an IECE setting may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in IECE.</p> <ul style="list-style-type: none"> • IECE 526 Practicum in IECE (1 hour) <p>Total Course Requirements – 34 hours</p>	<p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky IECE Teacher Standards and professional goals.</p> <p>Professional Education Component Courses (15 Hours)</p> <ul style="list-style-type: none"> • TCHL 500 Foundations of Teacher Leadership (3 hrs) • IECE 530 Advanced IECE Curriculum Development (3 hrs) • TCHL 560 Action Research Capstone for Teacher Leaders (3 hrs) • IECE 520 Organizing Programs for IECE (3 hrs) • IECE 550 Advanced IECE Assessment (3 hrs) <p><i>Specialization Course Requirements (12 Hours)</i></p> <ul style="list-style-type: none"> • TCHL 520 Principles of Action research for Teacher Leaders (3 hrs) • CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours) • CD 486G Language Disorders or advisor approved elective (3 hours) • IECE 423G Interdisciplinary Services for Young Children with Low Incidence Disabilities <p>Advisor approved electives: 9 hours</p>
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<p>and 18 semester hours of specialization coursework Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.</p> <p><i>Specific Course Requirements – 18 Hours + 18 Hours of Core Courses</i></p> <ul style="list-style-type: none"> • CD 481G Speech & Language Development or advisor approved elective (3 hours) • EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours) • IECE 521 Assessment in IECE (3 hours) • IECE 522 Family-Centered Services (3 hours) • IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours) • IECE 524 Internship in IECE (3 hours) <p>Total with Core Courses – 36 hours</p> <p>Advanced Certification Concentration</p> <p>This concentration is for individuals who have prior teaching certification in IECE. This 36 hour program of study consists of 18 semester hours of core coursework, 6 semester hours of required specialization courses, and 12 semester hours of specialization electives approved by the advisor.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). TCHL 500, 520, and 560 are</p>		<p>Total Course Requirements – 36 hours</p>
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<p>required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky Teacher Standards and professional goals.</p> <p><i>Specific Course Requirements – 18 Hours + 18 Hours of Core Courses</i></p> <p>TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours) Advisor approved electives (9 hours)</p> <p>Total with Core Courses – 36 hours</p>		
<p>Admission Requirements</p> <p>Admission to the Initial Certification Concentration requires the following:</p> <ul style="list-style-type: none"> • Completion of the IECE application process through the School of Teacher Education. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant’s ability to be successful in a graduate 	<p>Admission Requirements</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a bachelor's degree from an accredited institution. • Have completed SPED 330 or SPED 516 or an equivalent introductory special education course prior to entering the MAT program or complete SPED 516 as a program deficiency. • Present a letter of application including a professional goals statement. • Provide three letters of reference. At least one reference letter must be from a 	<p>Admission Requirements</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • <u>WKU Graduate:</u> Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application. • <u>Graduate of a Kentucky Higher Education</u>

<p>program.</p> <ul style="list-style-type: none"> • Applicants must also have had EXED 330 or EXED 516 or an equivalent course prior to entering the master’s program or complete one of them as a program deficiency. • Submission of qualifying GAP and GRE scores (minimum GAP of 2200 and minimum GRE Analytical Writing Score of 3.5). <p>Admission to the Advanced Certification Concentration requires the following:</p> <ul style="list-style-type: none"> • <u>WKU Graduate:</u> Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application. • <u>Graduate of a Kentucky Higher Education Institution Other Than WKU:</u> Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application. • <u>Graduate of an Out-of-State Institution of Higher Education:</u> Applicants who completed their initial certification program at an 	<p>university faculty member who can speak to the applicant’s ability to be successful in a graduate program.</p> <ul style="list-style-type: none"> • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit documentation to satisfy all criteria for admission to professional education. • Applicants must also have had SPED 330 or SPED 516 or an equivalent course prior to entering the master’s program or complete one of them as a program deficiency. <p>Application Deadline Notes: For priority consideration: Applicants should submit application materials to graduate studies by the following dates:</p> <p>Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1</p> <p>Applicants submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.</p>	<p><u>Institution Other Than WKU:</u> Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.</p> <ul style="list-style-type: none"> • <u>Graduate of an Out-of-State Institution of Higher Education:</u> Applicants who completed their initial certification program at an out-of state institution must have earned at least a 2.75* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application. <p>Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and</p>
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<p>out-of state institution must have earned at least a 2.75* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.</p> <p>*Applicants with undergraduate degrees from all other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or Statement of Eligibility* with the application.</p> <p>**Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p>		<p>graduate) must achieve a GAP score [(GRE-V + GRE-Q) added to (GPA X 100)] of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative Reasoning score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for interdisciplinary early childhood education. A copy of the teaching certificate must be submitted with the application.</p>
<p>Program Completion Requirements</p>	<p>Program Completion Requirements</p>	<p>Program Completion Requirements</p>
<p>Program completion requirements for the Initial Certification Concentration are as follows:</p>	<p>Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the</p>	<p>Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or</p>

<p>Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement.</p> <p>Program completion requirements for the Advanced Certification Concentration are as follows:</p> <ul style="list-style-type: none"> • Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue. • Candidates must have at least a 3.0 GPA overall and in the program. 	<p>program and develop and present an acceptable culminating portfolio as a course and program requirement.</p>	<p>higher) and present research results in an approved venue.</p>
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4. Rationale for the proposed program change:

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

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

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

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

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

6. Dates of prior committee approvals:

School of Teacher Education: 1-20-2012

CEBS Curriculum Committee 2-7-2012

Professional Education Council _____

Graduate Council _____

University Senate _____

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

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

1. Identification of program:

- 1.1 Current program reference number: 0437
- 1.2 Current program title: Special Education: Learning and Behavior Disorder
- 1.3 Credit hours: 39

2. Identification of the proposed program changes:

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

3. Detailed program description:

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

<p>learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Special Education program area, <u>offers courses and experiences for initial preparation of Special Education teachers</u> and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders are offered within the MAE in Special Education LBD:</p> <ul style="list-style-type: none"> • <u>LBNC: Initial Certification in LBD including Alternate Route to Teacher Certification in LBD.</u> • LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area other than Special Education LBD. • LBLB: Advanced Preparation in LBD for 	<p>Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).</p>	<p>may or may not be currently employed as a teacher of students with Learning and Behavior disorders. <i>This option is for those individuals with no prior teacher certification in any area.</i> This 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavioral disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student may be eligible for a Temporary Provisional Teaching Certificate (TC-TP). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete the equivalent of the state required student teaching experience in an unpaid position in an -accredited Public School within WKU's service area- Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must submit passing scores on the Praxis II and be fully admitted to the professional education unit (teacher admissions) PRIOR to enrolling in SPED 590 Students must meet all state</p>
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<p>those with prior certification in LBD. Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration are based upon their current teaching certification or lack thereof. Students in all concentrations will complete specialization and elective courses, as well as a core of common courses, based upon their certification status, educational background, and career goals. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher certification, students must document that they</p>		<p>requirements for student teaching and initial certification. SPED 590 should be taken as the final course of the program. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).</p>
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<p>have received passing score(s) on the required Praxis II examination(s).</p>		
<p>Admission Requirements</p>	<p>Admission Requirements</p>	<p>Admission Requirements</p>
<p>Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must meet the requirements for admission into the MAE programs in Special Education and the College of Education and Behavioral Sciences.</p> <p><u>Admission to the LBNC Initial Certification Concentration</u> requires the following:</p> <ul style="list-style-type: none"> • Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446). • EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other 	<ol style="list-style-type: none"> 1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an</p>	<p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution. • Present a letter of application (including professional goals). Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit the state required passing score on the Pre-Professional Skills Test (PPST). • Submit documentation to satisfy partial criteria for admission to professional education, including references, physical including TB test, signed commitment to uphold the code of ethics, and criminal background check. • Students who have not had an introductory-level special education course within the past ten years must complete SPED 516 The Exceptional Child Perspectives and Issues, as a

<p>requirements for admission to teacher education; and</p> <ul style="list-style-type: none"> • Submit an admission portfolio to the Exceptional Education faculty. Details regarding the requirements for the admission portfolio may be found on the program website. • Exhibit acceptable teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. • All admissions materials must be received by March 1 for admission to the summer terms or May 1 for admission to the fall term for priority consideration. <p>Admission Requirement Exceptions:</p> <ul style="list-style-type: none"> • Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: <ol style="list-style-type: none"> 1. a letter of application that explains why they should be exempt from the GRE; 2. a written philosophy of education; 3. two references from faculty members that detail their potential as graduate students; and 	<p>expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score** of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. <i>For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required.</i> In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application.</p> <p>**GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.</p> <p>Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education for Teacher Leaders: Learning and Behavior Disorders program students</p>	<p>deficiency prior to enrollment in any of the MAT courses for Special Education.</p> <p>Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education Initial Certification: Learning and Behavior Disorders MAT program, students should submit application materials to graduate studies by the following dates:</p> <p>Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1</p> <p>Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.</p>
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<p>4. two references from public school teachers and/or administrators that address their dispositions to teach.</p> <ul style="list-style-type: none"> • Students who are graduates of an accredited college or university and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: <ol style="list-style-type: none"> 1. a letter of application that explains why they should be exempt from the GRE; 2. a philosophy of education; 3. two references from faculty members that detail their potential as graduate students; and 4. two references from public school teachers and/or administrators that address their dispositions to teach. • Students who are graduates from an accredited college or university with a master's degree and have a graduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: <ol style="list-style-type: none"> 1. a letter of application that explains why they should be exempt from the GRE; 2. a philosophy of 	<p>should submit application materials to graduate studies by the following dates:</p> <p>Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1</p> <p>Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.</p>	
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education;
3. two references from faculty members that detail their potential as graduate students; and
4. two references from public school teachers and/or administrators that address their dispositions to teach.

Admission to the Advanced Certification Concentrations of LBOC and LBLB require the following:

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all

<p>previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with</p>		
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<p>the application.</p> <p>****GAP Score = GRE-V plus GRE-Q multiplied by undergraduate GPA with a score of 2200 or higher.</p>		
<p>Degree Requirements</p>	<p>Degree Requirements</p>	<p>Degree Requirements</p>
<p>Degree Requirements Program Completion Requirements for the Initial Certification Concentration (LBNC) are as follows:</p> <p>Candidates must successfully complete 6 hours in SPED 590 Internship in Special Education (course grade of C or higher), the capstone experience for the program, and must submit an acceptable Teacher Work Sample as the culminating performance assessment for the internship course and for the program.</p> <p>Program Completion Requirements for the Advanced Concentrations of LBOC and LBLB are as follows: • Candidates must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue . • Candidates must achieve a minimum 3.0 cumulative GPA overall</p>	<p>Teacher Leader Professional Education Core Courses: (9-16 hours)</p> <p>TCHL 500 Foundations of Teacher Leadership (3 hours)</p> <p>TCHL 530 Curriculum Development (3 hours)</p> <p>TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)</p> <p>TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)</p> <p>TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)</p> <p>TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)</p> <p>TCHL 554 Student Assessment II: Standardized Testing (1 hour)</p> <p>TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)</p> <p>TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)</p> <p>NOTE: <i>TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.</i></p> <p>Specialization Component (18 hours):</p> <p>SPED 518 Issues in Behavior</p>	<p>Introduction to Professional Education:</p> <p>SPED 515: Education of Exceptional Children (3 hours)</p> <p>Educational Technology:</p> <p>LME 535: Survey of Educational Technology Practices (3 hours)</p> <p>Educational Psychology:</p> <p>PSY 510: Advanced Educational Psychology (3 hours)</p> <p>Diversity & Classroom Management:</p> <p>SPED 518: Seminar: Contemporary Challenges in Special Education (3 hours)</p> <p>Assessment:</p> <p>SPED 530: Advanced Assessment Techniques (3 hours)</p> <p>Literacy Component:</p> <p>LTCY 519: Foundations of Reading Instruction (3 hours)</p> <p>Research Skills:</p> <p>SPED 534: Research in Exceptional Child Education (3 hours)</p> <p>Content Methods Course:</p> <p>SPED 533 Seminar: Curriculum for Learning and Behavior Disorders (3 hours)</p> <p>Program Specific Electives:</p> <p>SPED 531 Advanced Prescriptive Teaching (3 hours)</p> <p>SPED 630 Special Education Law and Finance (3 hours)</p> <p>Internship:</p>

<p>and in program course work. Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations □ 18 hours SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) Other specific courses related to each individual concentration are required in addition to these core courses for each concentration.</p> <p>Initial Certification Concentration (LBNC) The MAE in LBD, Initial Certification or LBNC, is for individuals who are seeking initial certification in LBD and who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This 39-hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service</p>	<p>Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) Internship: SPED 590 Advanced Internship in Exceptional Education (3 hours) Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 590 and should take SPED 590 as their final course in their program. . Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification Total Program Hours: 30-37 hours with a 30 hour minimum</p>	<p>SPED 590 Advanced Internship in Exceptional Education (6 hours) (Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders)</p> <p>Total Program Hours: 36</p> <p>Program Completion Requirements for the Special Education Initial Certification: Learning and Behavior Disorders program are as follows:</p> <ul style="list-style-type: none"> • Students must successfully complete the internship course, SPED 590 Advanced Internship in Exceptional Education (6 hours) (course grade of C or higher), and complete a proficient or exemplary teacher work sample as their capstone experience. • Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.
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<p>programming, research in Special Education, and content areas. This option is for those individuals with no prior teaching certification in any area and who may or may not be currently employed as a teacher of students with Learning and Behavior Disorders. If a student is currently employed or has verification of employment from a school district, the student is eligible for the Alternate Route to Certification. This includes eligibility for the Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before beginning the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.</p>	<p>Program Completion Requirements for the Advanced Preparation Teacher Leader Special Education program are as follows:</p> <ul style="list-style-type: none"> • Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue • Students must achieve a minimum 3.0 cumulative GPA overall and in program course work. <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p>	

<p>Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations □ 18 hours SPED 518 Issues in Behavior Management (3 hours) SPED 530 Advanced Assessment Techniques (3 hours) SPED 531 Advanced Prescriptive Teaching (3 hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours)</p> <p>LBNC Course Requirements □ 21 hours EDFN 500 Research Methods (3 hours) SPED 515 Education of Exceptional Children (3 hours) SPED 516 Exceptional Child: Perspectives and Issues (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) SPED 590 Internship in Special Education (6 hours) Advisor Approved Content Elective (3 hours) Total program hours for</p>		
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<p>LBNC: 39</p> <p>Advanced Certification Concentrations (LBOC and LBLB) These concentrations within the MAE Special Education LBD program lead to advanced preparation for those holding initial certification in Special Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who:</p> <ol style="list-style-type: none"> 1. Hold certification in any area other than Special Education (LBOC); OR 2. Hold Special Education LBD or MSD certification (LBLB). <p>Within the advanced preparation LBD concentrations, students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used</p>		

in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required. Successful completion of an action research capstone project is required. A GPA of 3.0 or higher in all graduate coursework is required, with no grade lower than a **C**.

Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on each required Praxis II examination. Students must pass all required Praxis II examinations before they may enroll in SPED 590 which is the Internship in Special Education course.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions

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

district issue is the capstone for the completion of the program.

Professional Education

Core □ 9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I:

Fundamentals of Student Assessment (1 hour)

TCHL 554 Student

Assessment II: Standardized Testing (1 hour)

TCHL 558 Student

Assessment III: Classroom Tests and Instruments (2 hours)

TCHL 560 Action

Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL

courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Specialization Component
SPED 518 Issues in Behavior Management (3 hours)
SPED 530 Advanced Assessment Techniques (3 hours)
SPED 531 Advanced Prescriptive Teaching (3 hours)
SPED 532 Families, Professionals, and Exceptionalities (3 hours)
SPED 533 Seminar: Curriculum in LBD (3 hours)
SPED 630 Special Education Law (3 hours)
SPED 590 Internship in Exceptional Education (3 hours)
*SPED 534 Seminar: Research in Special Education (3 hours optional course in addition

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

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master’s level for programs leading to initial certification in Special Education: Learning and Behavior Disorders. A new degree type, the Master of Arts in Teaching (MAT), has been developed and approved for initial certification programs at the master’s level, so the present initial certification concentration, including the alternate route to certification program, will be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current concentration that leads to initial certification is being moved to the MAT and a new program title is needed.
- The current concentration that leads to advanced certification will continue to lead to the Master of Arts in Education. However, a new program title is needed to clarify that the revised MAE program is for advanced certification and will provide graduates with eligibility for the Teacher Leader endorsement.
- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates

for initial certification at the master's degree level as well as the Educational Professional Standards Board's and the Kentucky Department of Education's regulations.

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

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

- Fall 201, or as soon as all approvals have been obtained.

6. Dates of prior committee approvals:

School of Teacher Education: December 14, 2011

CEBS Curriculum Committee February 7, 2012

Professional Education Council _____

Graduate Council _____

University Senate _____

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments have some courses that overlap by addressing very general services for students with disabilities but do not provide the specific composite of skills needed. Examples of these are: CD 486- Language Disorders, and CD 491- Management of Communication Disorders in the School, PSY 410- Psychology of Learning covers some of the topics in the proposed course, but not from an applied perspective a needed by teacher candidates.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most programs have a foundational course in the content area. A special education foundations course is a typical offering found in both benchmark universities as well as other Kentucky universities. Six of the twenty the WKU benchmark universities have a similar course.

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

3. Discussion of proposed course:

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

- Special education history
 - Case law affecting special education
 - Legislation governing special education processes
 - Procedures & resources dictated by law and best practices
 - Directed instruction/ Explicit instructional methods
 - Measurement of student progress
 - Lesson/unit plans
 - WKU teacher work sample
 - KY standards
 - IEP agenda
 - Parent participation in IEP process
 - Classroom environments seen in resource rooms, self-contained rooms, general education rooms
- 3.3 Student expectations and requirements: Student performance will be evaluated by work completed on-
- Projects
 - Research
 - Papers
 - Field experience
 - Tests
- 3.4 Tentative texts and course materials:
- Bateman, B. D., & Herr, C. M. (2006). Writing measurable IEP goals and objectives. Verona, Wisconsin: IEP Resources.
- Bateman, B. D., & Linden, M. A. (2006) Better IEP's; How to develop legally correct and educationally useful programs, 4th edition. Verona, Wisconsin: IEP Resources.
- Kauffman, J. M., & Hallahan, D. P. (2005). Special Education: What it is and why we need it. Boston: Pearson.
- Mercer, C. D., Mercer, A. R. & Pullen, P. C. (2011). Teaching Students with Learning Problems, (8th Ed). Boston: Pearson.
- Sorrells, A. M., Rieth, H. J., & Sindelar, P. T. (2004). Critical issues in special education; Access, diversity, and accountability. Boston: Allyn and Bacon.
- Wright, P. W., & Wright P. D. (2007). Special Education Law, 2nd edition. Hartfield, VA: Harbor House Law Press.

4. Resources:

- 4.1 Library resources: Existing library resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

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

6. Proposed term for implementation: Spring 2013

7. Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

- 2.4 Relationship of the proposed course to courses offered in other departments:
 Education courses for elementary students can be found in other departments such as ART 310- Art Education in the Elementary School; and MUS 314. Comprehensive Arts Education for the Elementary Teacher. The arts are important and will be included in the proposed program but the proposed course will provide instructional methods skills outside of the arts. Other topics in the proposed course are found scattered in other courses such as PSY 321- Child Developmental Psychology, PSY 405- Cognitive Psychology, PSY 443- Behavior Modification, FACS 296- Curriculum and Development for Pre-school and Kindergarten Children, and FACS 496- Addressing Challenging Behavior in Young Children. However none of these courses contain the focus of the elementary (P-5) student with mild disabilities and methods for instruction in the classroom.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 Virtually all other special education programs offer instructional methods courses but the approach to divide the instruction between the elementary and middle/secondary years is not universally used. Most focus on elementary skills and neglect the secondary student. A few of WKU’s benchmark universities have elected to divide methods courses for special education between the elementary and secondary settings.

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

3. Discussion of proposed course:

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

3.2 Content outline:

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

3.3 Student expectations and requirements: Performance will be evaluated by -

- Projects
- Research
- Papers
- Field experience
- Tests

3.4 Tentative texts and course materials:

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

4. Resources:

- 4.1 Library resources: Existing library resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

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

Office: 270-745-3746

1. Identification of proposed course:

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

2. Rationale:

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

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

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

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

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

3. Discussion of proposed course:

3.1 Course Objectives: The proposed course will explore laws, assessments, methodology, and programs, as well as developmental, compensatory and social aspects of teaching secondary students with special needs. This course is designed for preservice special education teachers in the mild/moderate (LBD) program. It is part of a comprehensive program created to meet the Council for Exceptional Children (CEC) standards

<http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/> and certification standards of Special Education K-12 teacher candidates for the state of Kentucky

<http://www.kyepsb.net/certification/certlist.asp>

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

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

3.2 Content outline:

Legal Perspectives

School, Family, and Community Collaboration

Transition planning

Instructional Methods derived and driven by assessment

Teaching Across the Content Areas

Culturally Responsible Teaching

Standards, Curricula, & the IEP

Inclusion through Response to Intervention Models

Current Trends, Transition & Beyond

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

3.4 Tentative texts and course materials:

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

4. Resources:

4.1 Library resources: Existing library resources are sufficient.

4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

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

5.2 Special equipment needed: Current resources are adequate.

5.3 Expendable materials needed: Current resources are adequate.

5.4 Laboratory materials needed: No additional laboratory materials will be needed.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: Marty Boman, marty.boman@wku.edu; 745-8833

1. Identification of proposed course:

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

2. Rationale:

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

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

- 2.4 Relationship of the proposed course to courses offered in other departments: Several courses with assessment content were reviewed. For example, PSY 361: Psychological Tests and Measurement covers a portion of the required topics but covers assessment more broadly and not applied to special education practice. Also, CD 433: Communication Evaluation in Autism Spectrum Disorders; CD 440: Phonology and Language Disorders; CD 434: Communication Intervention in Autism Spectrum Disorders and CD 485: Diagnostic Procedures for Communication Disorders are all offered as a portion of the Speech Language Pathologist program. Although teachers of students with Learning and Behavior Disorders work on communication issues, the CD courses currently offered do not meet the broad-based assessment needs of the scope of the LBD teacher's requirements. Finally, FACS 294: Assessment of Young Children concerns assessment of students younger than those in P-12 classrooms, the population with whom special education teachers work.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Appropriate assessment and interpretation to drive instruction is the backbone of special education, so the proposed course is a typical offering at both benchmark universities and Kentucky universities. Examples are: Murray State University, SED 537: Diagnostic Methods; Morehead State University, EDSP 367: Educational Assessment; Eastern Kentucky University SED 351: Special Education Assessment; Northern Kentucky University EDS 464: Assessment of LBD; Ball State University, SPCED 375: Assessment; and Towson University, SPED 425: Formal Tests and Measurements.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Identify and use basic assessment terminology
- Define the legal provisions and ethical principles regarding assessment of students with disabilities
- Identify, define and follow screening, pre-referral, referral and determination of eligibility for special education services
- Administer, score, interpret and report results of a variety of assessment data typically used in assessments of students with mild to moderate disabilities-
- Interpret data from state and district tests
- Use assessment data to make educational recommendations
- Create appropriate instructional plans based on student assessment
- Identify, describe and prescribe accommodations based on student academic needs
- Design, administer and interpret formal and informal assessments and data recording to monitor on-going student progress

- 3.2 Content outline:
- Principles of assessment – legal and ethical issues
 - Concerns of diversity issues in assessment
 - Design, administration and interpretation of formal assessment tools
 - Design, administration and interpretation of informal assessment tools
 - The use of accommodations in accountability systems
 - Differentiating between the use of norm referenced versus criterion referenced assessments
 - Interpret and/or evaluate and report student progress to involved stakeholders
 - Use assessment results to plan for instruction
- 3.3 Student expectations and requirements: Students will be evaluated based on participation in group activities, papers, tests, quizzes as well as performance events. Specific expectations will be:
- Interpretation of individualized test results for students with mild to moderate disabilities
 - Administration, scoring, and interpretation of selected tests appropriate to classroom teacher assessments
 - Creating curriculum-based tests to align with standards
- 3.4 Tentative texts and course materials:
- Taylor, R. L. (2009). *Assessment of exceptional students*. Saddle River, N.J.: Merrill.
- Kritkos, E. P. (2010). *Special education assessment: Issues and strategies affecting today's classrooms*. Saddle River, N.J.; Merrill.

4. Resources:

- 4.1 Library resources: Existing library resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education 11/18/2011

CEBS Curriculum Committee 2/07/2012

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Persons: Marty Boman; marty.boman@wku.edu; 745-8833

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: This course was developed as part of an extensive revision of the undergraduate program in special education (formerly exceptional education). Students with mild to moderate special needs frequently develop inappropriate behaviors as a way of coping with their disabilities. These behaviors interfere with their progress in the general education curriculum. Special education teachers must define, measure, analyze function, and develop appropriate programs to help students develop self-monitoring and adaptive skills to function successfully in the general education classes.
- 2.2 Projected enrollment in the proposed course: 20 per offering based on average enrollment of last four years
- 2.3 Relationship of the proposed course to courses now offered by the department: Classroom behavior is a main focus in today's classrooms. The School of Teacher Education has numerous courses with major components relating to this need. Examples are: MGE 385- Middle Grades Teaching Strategies; ELED 345- Teaching Strategies for Elementary Teachers I; ELED 365- Teaching Strategies for Elementary Teachers II; IECE 323-Positive Behavior Support; SEC 351- Teaching Strategies for Secondary Schools; and SEC 453-Management of Instruction. None of these courses focus on strategies for addressing classroom behavior of students with mild/moderate disabilities who are assigned to general education classrooms. The proposed course has a unique focus to outline federal and state laws governing the identification, development, and monitoring of inappropriate student behavior typically manifested by students with mild to moderate disabilities. The course will also addresses milder behavior

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

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

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

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

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of this course, each student will be able to:
- Review current research and trends for students with behavioral concerns in special education
 - Name prominent theories of behavior management
 - Comprehend the legal and procedural measures for legal discipline protocol as applied to students with disabilities
 - Define the characteristics of students with emotional disorders, common etiologies and medical aspects including common medications
 - Identify research-based strategies for managing behavior, de-escalation, re-direction, self-awareness, self-management, reinforcement, and extinction

- To isolate target behaviors, review antecedent and consequential procedures, take baseline data, plan behavioral interventions, and complete a behavior plan
- Research and design social skills instruction
- Observe and document student behavior
- Discuss the roles of family, paraprofessionals, other stakeholders and the student in the behavior program of a student with disabilities

3.2 Content Outline:

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

3.3 Student expectations and requirements: Student performance may be monitored by work completed through the following assignments as specified by the assigned professor.

- Projects
- Research
- Papers
- Field experience
- Tests

3.4 Tentative texts and course materials:

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

4. Resources:

- 4.1 Library resources: Existing library resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate at the present time.
- 5.2 Special equipment needed: Current resources are adequate.
- 5.3 Expendable materials needed: Current resources are adequate.

5.4 Laboratory materials needed: No additional laboratory materials will be needed

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SPED 424
- 1.2 Course title: Inclusion, Collaboration and Diversity in the Classroom
- 1.3 Abbreviated course title: Inclusion Collab and Diversity
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: SPED 335 and admission to professional education or instructor approval.
- 1.7 Course catalog listing:

Develops and enhances communication in the collaboration roles of key stakeholders working with at-risk, identified, and diverse students in the special education process. Field experience required. Candidates are responsible for their own transportation to assigned sites.

2. Rationale:

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

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

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

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

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

3. Discussion of proposed course:

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

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

3.2 Content outline:

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

3.3 Student expectations and requirements: Student performance will be evaluated by work completed on:

- Projects
- Research
- Papers
- Field experience
- Tests

3.4 Tentative texts and course materials:

Dettmer, P., Thurston, L. P., Knackendoffel, A. & Dyck, N. J. (2009). Collaboration, consultation, and teamwork: For students with special needs. Upper Saddle River, N. J.: Pearson Education, Inc.

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

4. Resources:

- 4.1 Library resources: Existing library resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

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

Office: 270- 745-3746

1. Identification of proposed course:

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

2. Rationale:

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

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

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

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

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

3. Discussion of proposed course:

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

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

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

3.2 Content outline:

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

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

3.4 Tentative texts and course materials:

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

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

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

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

4. Resources:

4.1 Library resources: Existing library resources are sufficient.

4.2 Computer resources: Existing electronic resources are sufficient.

5. Budget implications:

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

5.2 Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate.

5.3 Expendable materials needed: Current resources are adequate.

5.4 Laboratory materials needed: Current resources are adequate.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education 11/18/2011

CEBS Curriculum Committee 02/07/2012

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Library Resources Form and Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

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

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

3. Discussion of proposed course:

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

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

3.2 Content outline:

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

3.3 Student expectations and requirements:

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

4. Resources:

- 4.1 Library resources: Existing library resources are sufficient
- 4.2 Computer resources: Existing computer resources are sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate at the present time

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

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education:	11/18/2011
CEBS Curriculum Committee	02/07/2012
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

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

1. Identification of program:

1. Current program reference number: 553
2. Current program title: Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities
3. Credit hours: 79

2. Identification of the proposed program changes:

Specific changes proposed include:

- Changing the name of the program from Exceptional Education Learning and Behavior Disorders and Moderate and Severe Disabilities to Special Education: Learning and Behavior Disorders and Elementary Education
- Developing a dual certification program in Elementary Education (P-5) and Learning and Behavior Disorders (P-12).
- Deleting the Moderate and Severe Disabilities certification course work (SPED 415 Prescriptive Programming for Individuals with Severe Emotional and Behavior Disorders; SPED 416 Field-Based Practicum with Individuals with Moderate and Severe Disabilities; SPED 417 Assessment and Curriculum I for Students with Moderate/Severe Disabilities; and SPED 418 Assessment and Curriculum II for Students with Moderate/Severe Disabilities). Updating course offerings in special education to reflect current service delivery models, laws, the current research base in special education and the current Council for Exceptional Children standards and Kentucky Teacher Standards. Adding course work required for Elementary Education ELED 365; ELED 407; ELED 405; ELED 406; ELED 489; PE 354; HIST 456 or GEOG 451; MUS 314; LTCY 420; Math 205; Math 206; and Math 308.

3. Detailed program description:

CURRENT PROGRAM	PROPOSED PROGRAM
<p>Major in Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities</p> <p>The program of study leading to the Bachelor of Science degree in Exceptional Education, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12 (reference number 553), is a dual certification program in compliance with 704 KAR 20:235.</p>	<p>Major in Special Education: Learning and Behavior Disorders and Elementary Education</p> <p>The goal of this dual certification program in special education and elementary education is to prepare the most highly qualified teachers for all learners in a global society and to adhere to the College of Education and Behavioral Sciences' vision to produce graduates to lead</p>

Program Requires a Total of 79 Hours:

Required courses are: EDU 250, SPED 330, (Grade of B or higher), LME 318, LME 448, PSY 310, LTCY 320, SPED 331, 332, 333, 334, 415, 416, 417, 418, 419, 422, 430, 431, 432, 433, 434, and 490. The student must meet the general academic proficiency requirement of Teacher Admissions no later than the semester of enrollment in SPED 331, SPED 333, 419 and 432. Enrollment in SPED 332, 334, 415, 416, 417, 418, 422, 430, 431 and 433 is permitted only after admission to both Professional Education and Exceptional Education.

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

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

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

and serve in a dynamic world. Graduates of this dual certification program will be prepared to teach students in K-5 classrooms in an elementary school setting as well as in K-12 classrooms for students with learning and behavior disorders. The dual certification major provides extensive field experience prior to student teaching.

Program Requirements (Total: 91 hours)

**EDU 250 Introduction to Education (3 hrs)
(grade of B or higher)**

PSY 310 Educational Psychology: Development and Learning (3 hrs)

LTCY 320 The Teaching of Reading (3 hrs)

SPED 330 Introduction to Exceptional Education: Diversity in Learning (Grade of B or higher) (3 hrs);

ELED 365 Strategies for Elementary Teachers (3 hrs);

ELED 407 Materials/Methods in Social Studies (3 hrs);

ELED 405 Teaching Mathematics in the Elementary School (3 hrs);

ELED 406 Teaching Science in the Elementary School (3 hrs)

PE 354 Physical Education in Elementary Schools (3 hrs)

HIST 456 Kentucky History/GEOG 451 Geography of Kentucky (3 hrs)

MUS 314 Comprehensive Arts Education for the Elementary Teacher (3 hrs)

LTCY 420 Reading in the Primary Grades (3 hrs)

MATH 205 Number Systems/Theory for Teachers (3 hrs);

MATH 206 Fundamental Geometry for Teachers (3 hrs);

MATH 308 Rational Numbers/Data Analysis for Teachers (3 hrs);

LME 318 Children's Literature (3 hrs);

LME 448 Technology Applications in Education (3 hrs)

or

CIS 141 Basic Computer Literacy (3 hrs);

SPED 335 Foundations of Special Education (3 hrs);

SPED 340 LBD Elementary Instructional Methods (3 hrs);

SPED 345 LBD Secondary Methods (3 hrs);

SPED 350 Assessment in Special Education (3 hrs);

SPED 400 Behavior Management Strategies in

	<p>Special Education (3 hrs); SPED 424 Inclusion, Collaboration and Diversity in the Classroom (3 hrs); SPED 425 LBD Language Intervention: Strategies and Materials (3 hrs); SPED 480 Senior Project for LBD (3 hrs); EDU 489 Student Teaching Seminar (3 hrs); ELED 490 Student Teaching (5 hrs) SPED 490 Student Teaching LBD (5 hrs)</p> <p>NOTES:</p> <ul style="list-style-type: none"> • Students must be admitted to the Professional Education Unit (Teacher Education) in order to register for ELED 365; SPED 424; and ELED 407 Block I courses. Students should begin the teacher admission process while enrolled in EDU 250. • The standardized test requirement for admission to teacher education must be complete and students must obtain a 2.75 GPA before registering for SPED 424. • Except for SPED 330 and EDU 250 (which require a grade of B or higher), a grade of C or higher is required for all courses in the major. <p>Prior to enrolling in SPED 490 and ELED 490 (Student Teaching), students must meet all student teaching admission requirements including a C or higher in all professional education courses and a B or higher in SPED 330 and EDU 250. In addition, they must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all SPED/ELED coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and specialty coursework – Math 205, Math 206, Math 308, LME 448 or CIS 141 or CS 145, LME 318, and LTCY 320 (with no grade lower than a “C”) prior to enrollment in Student Teaching.</p>
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4. Rationale for the proposed program changes:

The Special Education program faculty members recognize and embrace that the roles and required qualifications of special education teachers have changed in the past decade.

Based upon an internal audit of the current undergraduate Special Education initial teacher preparation program, the current research base in special education teacher preparation, and the continued shortage of special education teachers, the need for a program revision is evident to prepare teacher candidates for the second decade of the 21st century and beyond.

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

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

6. Dates of prior committee approvals:

School of Teacher Education

November 18, 2011

CEBS Curriculum Committee

February 7, 2012

Professional Education Council

Undergraduate Curriculum Committee

University Senate

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

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

1. Identification of proposed course:

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

2. Rationale:

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

- 2.4 Relationship of the proposed course to courses offered in other departments: Many other departments in the university offer thesis courses for their students. Some examples are PSY 599, CNS 599, ECON 599, GEOS 599, PH 599, ENG 599, and HIST 599. Each of these is appropriate for students in the respective graduate programs but not appropriate for students in programs outside these departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Thesis courses are common at universities that require or allow master's students to complete master's theses. Thesis courses are discipline-specific in that students enroll in the thesis course appropriate to the research they undertake.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature; formulating research questions; designing and conducting a study; analyzing and discussing research results; and writing research findings following discipline standards.
- 3.2 Content outline: Not applicable. Students will conduct independent research under the direction of a graduate faculty member and thesis committee.
- 3.3 Student expectations and requirements:
- Complete thesis project with the approval of at least two committee members and the thesis director.
 - Present written thesis product to graduate committee for approval.
 - Pass an oral defense of the thesis.
- 3.4 Tentative texts and course materials: Students will be expected to own or have access to the most current edition of the publication style manual of the American Psychological Association.

4. Resources:

- 4.1 Library resources: Existing resources are adequate.
- 4.2 Computer resources: Existing resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Graduate faculty members in the College of Education and Behavioral Sciences.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer, 2012

7. Dates of prior committee approvals:

School of Teacher Education:	<u>01/20/2012</u>
CEBS Curriculum Committee	<u>02/07/2012</u>

Professional Education Council

Graduate Council

University Senate

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

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

1. Identification of proposed course:

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

2. Rationale:

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

3. Discussion of proposed course:

- 3.1 Course objectives: Students will maintain matriculation while completing degree requirements.
- 3.2 Content outline: Not applicable.
- 3.3 Student expectations and requirements: Not applicable.

3.4 Tentative texts and course materials: Not applicable.

4. Resources:

4.1 Library resources: Not applicable.

4.2 Computer resources: Not applicable.

5. Budget implications:

5.1 Proposed method of staffing: Not applicable.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer, 2012

7. Dates of prior committee approvals:

School of Teacher Education: 01/20/2012

CEBS Curriculum Committee 02/07/2012

Professional Education Council _____

Graduate Council _____

University Senate _____

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, Assistant to the Dean, CEBS

DATE: 02/09/12

SUBJECT: Deletion of endorsement codes for Certification-only in Counseling, Ref. #159

Following a review of the certification codes attached to Certification-only in Counseling, Ref. #159, we have discovered the need to delete the codes for two endorsements that were eliminated by the state several years ago and no longer exist. For a few years the state still accepted recommendations for these old endorsement programs, but we have been recently notified that the state will no longer accept any recommendation for these two endorsement programs. Therefore, because the following endorsements are no longer available, and the codes associated with them should be deleted:

SCE – School Counseling Elementary

SCS – School Counseling Secondary

CEBS Curriculum Committee

02/28/2012

Professional Education Council

Graduate Council

University Senate

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

Contact Person: Gail Kirby gail.kirby@wku.edu 745-3746

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: SPED 595
- 1.2 Course title: Advanced Preparation Capstone for Learning and Behavior Disorders
- 1.3 Abbreviated course title: Advanced Prep Cap LBD
- 1.4 Credit hours: 3
- 1.5 Schedule type: N
- 1.6 Prerequisites: Passing score on required Praxis II exams for Kentucky LBD certification prior to enrolling and instructor permission.
- 1.7 Course description:

A capstone course in the LBD program for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:

Currently, all graduate students in the LBD program, both initial certification and advanced certification, take EXED 590- Advanced Internship in Special Education. Kentucky's Education Professional Standards Board (EPSB) has set new guidelines for initial certification of teachers effective September, 2012. These guidelines include specific demands for initial certification students in a supervised field placement with specific parameters that are appropriate for the current course, EXED 590. Those parameters are not appropriate for the advanced candidate who has already served a student teaching experience and is already qualified to teach. The needs of these two groups of students are significantly different enough to warrant a separation of the two. To meet advanced students' needs, the proposed course, SPED 595-Advanced Preparation Capstone for Learning and Behavior Disorders, has been developed. This temporary course would allow faculty to meet the EPSB effective dates of Fall 2012.

- 2.2 Relationship of the proposed course to courses offered in other academic units:

Other programs have capstone courses, but none will meet the needs of advanced students in the content area of learning and behavior disorders with the skills and knowledge in this content area. This course is planned to be the capstone course

for teachers who already hold a valid teaching certificate and are completing their course of study for certification to teach P-12 LBD students.

3. Description of proposed course

3.1 Course content outline

- Link K-12 LBD student results to instructional practice using WKU Teacher Work Sample.
- Reflect on skills and knowledge mastered in course work while observing/teaching in a special education setting.
- Develop a Professional Growth Plan (PGP) citing areas of strength and areas requiring additional professional development in order to strengthen skills for teaching students with LBD.

3.2 Tentative text(s)

McCarney, S. B. (1993). *The pre-referral intervention manual*. Columbia, MO: Hawthorne.

4. Term of Implementation: Fall 2012

5. Dates of review/approvals:

School of Teacher Education	<u>02/10/2012</u>
CEBS Curriculum Committee	<u>02/28/2012</u>
Professional Education Council	_____
CEBS Dean	_____
Graduate Council Chair	_____
Provost:	_____

Attachment: Course Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 02/21/12

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee recently conducted individual reviews of an application for alternate admission to the MAE program in Adult Education. Three of five subcommittee members recommended that A.S. be admitted unconditionally.

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