

Minutes
PROFESSIONAL EDUCATION COUNCIL
3:30 pm – Wednesday, October 9th, 2019
GRH 3073

Voting Members Present: Dan Clark (DuCloux), Kim Everson, Susan Keeseey, Thomas Kingery, Grace Lartey, Sonia Lenk, Benny Lile, Kerrie McDaniel, Dennis George (Murphy), Carl Myers, Miwon Choe, Andrea Paganelli, Lester Pesterfield, Carnetta Skipworth, Kandy Smith, Janet Tassell, Catherine Wilson, Cheryl Wolf

Members Absent: Brent Askins, Michael Carini, Peggy Otto, Keri Esslinger, Doris Sikora, Tamara VanDyken, Andrew Wulff

Advisory Members Present:

Guests: Stephanie Martin, Blair Thompson

I. Consideration of the minutes from the September 11th, 2019 meeting

(Minutes can be found on the CEBS main web page – click on the Dean’s Office dropdown menu, and then on Meetings Minutes and Agendas).

- *Smith made a motion to approve. Wolf to second. Minutes were approved as they appear on the web.*

Approval of agenda for this October 9th, 2019 PEC meeting

- *McDaniel made a motion to approve. Myers to second. Motion approved.*

II. Consent Item

1. Proposal to Revise Course Prerequisite/Corequisites- IECE 321- *Family Supports and Services*- Dr. Sylvia Dietrich
2. Proposal to Revise Course Prerequisite/Corequisites-IECE 324- *Advanced Assessment of Young Children*- Dr. Sylvia Dietrich
3. Proposal to Revise Course Prerequisite/Corequisites-SPED 331-*Early Childhood Education for Children with Disabilities*- Dr. Sylvia Dietrich
4. Proposal to Revise Course Title- SPED 345- *LBD secondary Methods: Language Arts*- Dr. Dusty Knotts
5. Proposal to Revise Course Title- SPED 480- *Data-driven Decisions in Special Education*- Dr. Susan Keeseey

III. New Business

A. College of Education and Behavioral Sciences

Office of Professional Educators Services

1. Candidates Completing Requirements for Admission to the Professional Education Unit
September 6, 2019 to October 9th, 2019
2. Requirements for Admission to Student Teaching
-Stephanie Martin presented. Stand as approved.

School of Teacher Education

Undergraduate:

1. Proposal to Revise Course Credit Hours: *EDU 489-Student Teaching Seminar- Dr. Susan Keesey- Tassell made a motion to approve. Wolf to second.. Keesey presented. Motion carried.*
2. Proposal to Create a new Course: *SPED 346- Learning and Behavior Disorders Secondary Methods-Math- Dr. Dusty Knotts. Lile made a motion to approve. Myers to second. Keesey presented. Motion carried.*
3. Proposal to Revise Course Credit Hours- *SPED 425- LBD Language Interventions: Strategies and Materials- Dr. Susan Keesey- Paganelli made a motion to approve. Wilson to second. Keesey presented. Motion carried.*
4. Proposal to Revise a program: *5003: Special Education/Elementary Education- Dr. Susan Keesey- Lartey made a motion to approve. Paganelli to second. Keesey presented. Motion carried.*
5. Proposal to Make Multiple Revisions to a Course: *IECE 421- Advanced Curriculum for Infants and Toddlers- Dr. Sylvia Dietrich- Paganelli made a motion to approve. Wilson to second. Keesey presented. Motion carried.*
6. Proposal to Make Multiple Revisions to a Course: *IECE 422- Advanced Curriculum Development for Young Children- Dr. Sylvia Dietrich- Lartey made a motion to approve. Myers to second. Keesey presented. Motion carried.*
7. Proposal to Revise a program: *526: Interdisciplinary Early Childhood Education- Dr. Sylvia Dietrich- Skipworth made a motion to approve. Lartey to second. Keesey presented. Motion carried.*

Course change proposals can be viewed at <https://nextcatalog.wku.edu/courseadmin/>
Program change proposal can be viewed at <https://nextcatalog.wku.edu/programadmin/>

Graduate:

1. Program Change Request: *0497- Libraries, Informatics, and Technology in Education- Dr. Andi Paganelli - Wolf made a motion to approve. Myers to second. Paganelli presented. Friendly amendment made to GPA admission wording. 3.0 in last 30 hours. Tassell motion to approve amendment. Keesey to second. Motion carried.*

IV. Other Business

- Appointment of admission/retention committee – *Dr. George outlined the need to form an admission/retention committee in accordance with the PEC bylaws. Dr. George advised there is a student issue that will need to come before the admission/retention subcommittee and asked for volunteers to serve. Dr. 's Lartey, Pesterfield, Wilson, and Kingery volunteered to serve on the committee. The committee will tentatively meet the week of November 4th.*

Wolf motion to dismiss. Pesterfield second. Meeting adjourned 4:21pm.

Candidates Completing Requirements for Admission to Professional Education Unit

September 6 - October, 2019

ELEMENTARY

Hailey Naftel		ELED	
Kristian Richerson		ELED	

MIDDLE GRADES

Melody Miller		Math	
Rebecca Price		Math	
Rachel Thomas		SS/LA	

SECONDARY

David Breidenich		S.STUDIES	
Delson Cox		ENGLISH	

IECE

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5-12

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P-12

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GRADUATE

Denis Hodzic		MAT – BIOLOGY	
Rikki Neat		MAT – BIOLOGY	

**QUKKSTUDENT TEACHER
CANDIDATES FOR FALL 2020
STUDENT TEACHER CANDIDATES FOR SPRING 2020
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED*****

FIRST	LAST	MAJOR
Harley	Hawkins	AGED
Anna	Winchell	AGED
Alexandra	Smiley	ART
Gina	Bingham	SPED/ELED
Brooklyn	Bishoff	ELED
Anna	Chumley	IECE
Raegan	Cole	IECE
Heather	Rossi	IECE
Kennedy	Samson	IECE
Kayla	Ditto	MGE/SCIENCE
Patrick	Sweazy	MUSIC
Jarod	Thurman	MUSIC
Nicole	Lightfoot	SPANISH
Kaylee	Payne	SPANISH
Alyssa	Amador	SPED/ELED
Erin	Bennett	ELED

**STUDENT TEACHER CANDIDATES FOR SPRING 2020
NOT QUALIFIED
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

FIRST	LAST	MAJOR	DEFICIENCY
Zayne	Priddy	AGED	FH
Adam	Sanderson	AGED	FH
Catherine	Wilson	AGED	FH
Cheyana	Armantrout	ART	FH
Katherine	Alford	ELED	FH
Victoria	Anderson	ELED	FH
Brandon	Bayer	ELED	FH
Shayna	Billingsley	ELED	FH
Natalie	Bishop	ELED	FH
Kacie	Blain	ELED	FH
Alison	Bolling	ELED	FH
Bailey	Boone	ELED	FH

Rachal	Boone	ELED	FH
Katherine	Bostick	ELED	FH
Victoria	Bradford	ELED	FH
Amber	Brashear	ELED	FH
Morgan	Bratcher	ELED	FH
Emma	Briggs	ELED	FH
Kelsey	Brown	ELED	FH
Taylor	Cayton	ELED	FH
Natalie	Coates	ELED	FH
Shelby	Coates	ELED	FH
Jaclyn	Coomes	ELED	FH
Madison	Cooper	ELED	FH
Katherine	Crowe	ELED	FH
Chelsea	Culver	ELED	CA,FH
Craig	DePaul	ELED	FH
Lisa	Duvall	ELED	FH
Michael	Epperson	ELED	FH
Rebecca	Felty	ELED	FH
Kelsey	Francis	ELED	FH
Stephanie	Gilpin	ELED	CA;FH
Claudia	Gasser	ELED	FH
Katlyn	Glass	ELED	FH
Rachelle	Gray	ELED	FH
April	Hagerty	ELED	FH
Cheyenne	Heberly	ELED	FH
Kearra	Holloway	ELED	X;FH
Rachel	Horton	ELED	FH
Talia	Jacobsen	ELED	FH
Kaitlyn	Jaggers	ELED	FH
Lauren	Johnson	ELED	CA;X;FH
Natalie	Johnson	ELED	FH
Larann	Jones	ELED	FH
Savannah	Layne	ELED	FH
Jamesia	Leavell	ELED	FH
Kimberly	Lindsey	ELED	FH
Taylor	Logsdon	ELED	FH
Courtney	Lyons	ELED	FH
Kelsea	Martin	ELED	FH
Kiersten	Martin	ELED	FH
Kennedi	McMurtry	ELED	CA;FH
Alexa	McQuerry	ELED	FH
Alexandria	Merritt	ELED	CA;FH
Kasey	Miracle	ELED	FH

Jenna	Morris	ELED	FH
Octavia	Patterson	ELED	FH
Marissa	Payne	ELED	FH
Kaylee	Pinnegar	ELED	FH
Katherine	Ploch	ELED	FH
Jodie	Poland	ELED	FH
Katie	Rothman	ELED	FH
Jessica	Runkle	ELED	FH
Karen	Russell	ELED	FH
LeeAnn	Saylor	ELED	FH
Katie	Searcy	ELED	FH
Madison	Shank	ELED	FH
Kallie	Shartzler	ELED	FH
Nakenzie	Sikes	ELED	FH
Isabella	Singer	ELED	CA;FH
Shawn	Stephens	ELED	FH
Shelby	Slone	ELED	FH
Kasey	Stewart	ELED	FH
Lindsey	Stone	ELED	FH
Alexis	Sturgill	ELED	FH
Hallee	Sullenbarger	ELED	FH
Tessie	Thompson	ELED	FH
Daniel	Troutman	ELED	FH
Madison	Underwood	ELED	FH
Jessie	Vermillion	ELED	FH
Emily	Whelan	ELED	FH
Mikaela	Worth	ELED	FH
Hali	Wright	ELED	FH
Katrina	Gold	FACS	FH
Ali	Moore	FACS	FH
Jenna	Williams	FACS	FH
Brena	Ashley	IECE	FH
Miranda	Bonifay	IECE	FH
Faith	Casteel	IECE	FH
Cheyenne	Cumberland	IECE	CA;FH
Victoria	Etheridge	IECE	FH
Mayahna	Lackey	IECE	FH
Tierra	McFerrin	IECE	CA;FH
Mckayla	Scott	IECE	CA;FH
Zachary	Brandt	MGE/LA	FH
Cathryn	Ayer	MGE/MATH	FH
Amy	Eaves	MGE/MATH	FH
Katie	Kullmar	MGE/MATH	FH

Melody	Miller	MGE/MATH	CA;X;FH
Rejeana	Norris	MGE/MATH	X;P;FH
Theresa	Price	MGE/MATH	FH
Jennifer	Williams	MGE/MATH	FH
Jessica	Coomes	MGE/SCIENCE	D;FH
William	Dunning	MGE/SS	X;FH
Madeline	Allen	MGE: SS/LA	FH
Daniel	Book	MGE: SS/LA	FH
Miranda	Bray	MGE: SS/LA	FH
Madison	Edge	MGE: SS/LA	FH
Benjamin	Edwards	MGE: SS/LA	FH
Jacob	Gallagher	MGE: SS/LA	FH
Ian	Harper	MGE: SS/LA	FH
Kaylee	Plunkett	MGE: SS/LA	D;FH
Sarah	Sams	MGE: SS/LA	FH
Austin	Young	MGE: SS/LA	FH
Stephanie	Berec	MUSIC	FH
Cameron	Clark	MUSIC	FH
Tiffany	Deloach	MUSIC	FH
Mallory	Howard	MUSIC	FH
Megan	Johnson	MUSIC	FH
Hannah	Morrow	MUSIC	FH
Laura	Preston	MUSIC	FH
Josie	Schultz	MUSIC	FH
Leeanna	Sewell	MUSIC	FH
Jefferson	Tunks	MUSIC	FH
Melanie	Valone	MUSIC	FH
Nicholas	White	MUSIC	FH
Daniel	Hurd	PE/HEALTH	FH
Brandi	Lindsey	PE/HEALTH	FH
Ethan	Meredith	PE	CA;X;FH
Jeffery	Moreman	SEC/BIOLOGY	FH
Anthony	Delk	SEC/BUS & MKTG	FH
Joshua	Crask	SEC/CHEMISTRY	FH
Ryan	Carmicle	SEC/ENGLISH	FH
Delson	Cox	SEC/ENGLISH	FH
Rachel	Cranor	SEC/ENGLISH	FH
Haley	Davis	SEC/ENGLISH	FH
Heather	Easley	SEC/ENGLISH	FH
Brooke	Hawkins	SEC/ENGLISH	FH
Brooke	Katinic	SEC/ENGLISH	FH
Cori	Langford	SEC/ENGLISH	FH
Ashley	Perschbacher	SEC/ENGLISH	FH

Sarah	McDaniel	SEC/MATH	FH
Karlie	Zimmerman	SEC/MATH	FH
Payton	Allison	SEC/S.STUDIES	FH
Chandler	Backes	SEC/S.STUDIES	FH
David	Breidenich	SEC/S.STUDIES	FH
Aaron	Holsclaw	SEC/S.STUDIES	FH
Samantha	Howard	SEC/S.STUDIES	FH
John	Hudson	SEC/S.STUDIES	CA;X;FH
Tanner	Maple	SEC/S.STUDIES	X;FH
Caleb	Renfrow	SEC/S.STUDIES	FH
Jeffrey	Silvers	SEC/S.STUDIES	FH
Abigail	Bracey	SPED/ELED	FH
Caitlin	Brock	SPED/ELED	FH
Madison	Bruner	SPED/ELED	FH
Rose	Campbell	SPED/ELED	D,FH
Rachel	Chaney	SPED/ELED	FH
Shelby	McPherson	SPED/ELED	FH
Karlee	Millay	SPED/ELED	FH
Erika	Clark	SPANISH	FH
Cody	Starns	SPANISH	FH
Taylor	Creek	SPED/ELED	FH
Katelyn	Head	SPED/ELED	FH
Katherine	Hopkins	SPED/ELED	FH
Brianna	Hughes	SPED/ELED	FH
Rhea Ann	Jackson	SPED/ELED	FH
Carlie	Jennette	SPED/ELED	FH
Michaela	Kerr	SPED/ELED	FH
Taylor	Lindsey	SPED/ELED	FH
Kayla	Shultz	SPED/ELED	X;FH
Madalyn	Sullivan	SPED/ELED	FH
Sarah	Poore	SPED/ELED	FH
Camille	Settles	SPED/ELED	CA;FH
Marley	Wetton	SPED/ELED	FH
Brianna	Wooden	SPED/ELED	FH

INTERNSHIP CANDIDATES FOR SPRING 2020

NOT QUALIFIED

*****STUDENT TEACHING APPLICATION PENDING*****

FIRST	LAST	MAJOR	DEFICIENCY

CA = Not Admitted into Teacher Education

D = Disposition Score Deficiency Pending

P = Repeating required coursework

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

FH = Missing field observation hours

STUDENT TEACHER CANDIDATES FOR SPRING 2020

*****APPLICATION WITHDRAWN*****

FIRST	LAST	MAJOR	DATE/REASON
Amber	Allen	ART	CA
Noah	Dickerson	PE	CA,X
Amber	Howard	MGE/SCIENCE	D

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

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: IECE 321
 - 1.2 Course title: Family Supports and Services
- 2. Current prerequisites/corequisites/special requirements: Prerequisites SPED 330 or instructor permission**
- 3. Proposed prerequisites/corequisites/special requirements: Prerequisites EDU 350 Diversity and Differentiation; or instructor permission**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: SPED 330 was deleted and EDU 350 was created as a part of the core curriculum in teacher education.**
- 5. Effect on completion of major/minor sequence: Not Applicable**
- 6. Proposed term for implementation: Fall 2020**
- 7. Dates of prior committee approvals:**

School of Teacher Education	9-20-19

CEBS College Curriculum Committee	10/1/19

Professional Education Council (if applicable)	<u>10/9/19</u>

Undergraduate Curriculum Committee	_____

University Senate	_____

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

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: IECE 324
 - 1.2 Course title: Advanced Assessment of Young Children

- 2. Current prerequisites/corequisites/special requirements: SPED 331 and IECE 320 or instructor permission**

- 3. Proposed prerequisites/corequisites/special requirements: SPED 331 and EDU 260**

- 4. Rationale for the revision of prerequisites/corequisites/special requirements: IECE 320 was deleted and EDU 260 was created as a part of the core curriculum in teacher education.**

- 5. Effect on completion of major/minor sequence: Not Applicable**

- 6. Proposed term for implementation: Fall 2020**

- 7. Dates of prior committee approvals:**

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	<u>10/9/19</u>
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPED 331
 - 1.2 Course title: Early Childhood Education for Children with Disabilities
- 2. Current prerequisites/corequisites/special requirements: prerequisites FACS 191 or FACS 192 or instructor permission. Corequisites SPED 330 or instructor permission.**
- 3. Proposed prerequisites/corequisites/special requirements: Prerequisites FACS 191 or instructor permission.**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: FACS 192 was deleted from the IECE program.**
- 5. Effect on completion of major/minor sequence: Not Applicable**
- 6. Proposed term for implementation: Fall 2020**
- 7. Dates of prior committee approvals:**

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	<u>10/9/19</u>
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: 9-16-19

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

Contact Person: J Dusteen Knotts, 615-335-2684, jdusteen.knotts@wku.edu

1. Identification of proposed course:

- 1.3 Course prefix (subject area) and number: SPED 345
- 1.4 Course title: LBD Secondary Methods
- 1.5 Credit Hours: 3

2. Proposed course title: LBD Secondary Methods: Language Arts

3. Proposed abbreviated course title: LBD SEC. MTH LANG ARTS
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: This was the only secondary methods course for the SPED (P-12) program. The content for language arts and math were included in this course. Standards, regional needs, alumni, and students provided input that more instruction in both language arts and math for secondary students with disabilities was needed. Both are targeted areas of concern in our state. All the objectives remain the same but the math content is moved to a new course, SPED 346. This will deliver more direct instruction of the content area of language arts as well as clinical experience in both areas.

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	<u>10/9/19</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 9-16-2019

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

Contact Person: Susan Keeseey, 270-745-5414, susan.keeseey@wku.edu

2. Identification of proposed course:

- 1.6 Course prefix (subject area) and number: SPED 480
- 1.7 Course title: Senior Project for Learning and Behavior Disorders
- 1.8 Credit Hours: 3

2. Proposed course title: Data-driven Decisions in Special Education

3. Proposed abbreviated course title: Data Decisions in SPED

(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: The SPED program revision allowed a better alignment of courses with the ELED portion of the program. Both programs will have a data-driven decision making course which will provide an opportunity to co-teach and collaborate. We wanted to align the titles and have the titles make a statement about the content of the course. The content remains the same.

5. Proposed term for implementation: Fa 2020

6. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	<u>10/9/19</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 9/19/19

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Susan Keeseey, susan.keeseey@wku.edu, 270-745-5414

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDU 489
- 1.2 Course title: Student Teaching Seminar
- 1.3 Credit hours: 3

2. Proposed course credit hours: 2 or 3 (variable)

3. Rationale for the revision of course credit hours: This course is part of numerous undergraduate programs in the School of Teacher Education. Moving it to variable credit (either 2 or 3) provides the flexibility to meet students' needs in each of the programs requiring this course.

4. Proposed term for implementation: Fall 2020

5. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	<u>10/9/19</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

(Action item)

Proposal to Create a New Course

Section 1: Proponent Contact Information

1.1 Name/Title: J Dusteen Knotts, Assoc. Prof

1.2 Email address: jdusteen.knotts@wku.edu

1.3 Phone # 615 335 2684

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: SPED 346

2.2 Course CIP code: 13.1019

2.3 Course title: Learning and Behavior Disorders Secondary Methods- Math

2.4 Abbreviated Course title: LBD secondary math

2.5 Credit hours/Variable credit: 3

2.6 Repeatability: N/A

2.7 Course Term: One term

2.8 Course Catalog Description: Methods, strategies, and models for providing curricular and instructional methodologies for LBD students in the Math content. 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.

2.9 Prerequisite/Corequisites/Restrictions: Pre-Req SPED 335

2.10 Additional Enrollment Requirements: Acceptance to Profession Teacher Education

2.11 Other Special Course Requirements: Field hours are part of this clinical program

2.12 Grade Type: A-F

2.13 Schedule Type: Applied Learning & Lecture/Lab

Section 3: Description of proposed course This course is designed for teachers who are credentialed to teach students with mild to moderate exceptionalities who will be working in the general education curriculum and seeking a general high school diploma. Specially designed instruction in the math content area is essential for these students and must be applied based on their needs to adjust the pace, content, feedback, technology, and extent of the work they need to master the content.

3.1 Course Content Summary: Candidates receive certification for P-12 Exceptional Education: Learning and Behavior Disorders so they must have a solid grasp of aligning student strengths with specially designed instruction in the content area of mathematics. This course is designed to look specifically at this content area and instruction strategies aligned with disability characteristics to address the learning challenges in mathematics.

3.1 Learning Outcomes:

Course objectives are part of a comprehensive program to meet both KY teacher standards (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) and Council for Exceptional Children {2.1, 2.2, 3.1, 3.2, 3.3, 5.5, 6.2, 7.3}.

Learner Outcomes:

At the conclusion of this course, students will:

1. demonstrate knowledge about standards, curricula, accommodation/modifications and instructional practices used in the construction and delivery of instruction in Math content. (CEC/KY 1& 2) (KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E,) (InTASC 4, 5)
2. development of appropriate IEPs meeting student needs as determined by both formal and informal Math assessment. (CEC/KY 4, 8) (KFT 1B, 1C, 1D, 1E, 2B, 2C, 2E, 3A, 3B, 3C, 3E, 4C) (InTASC 6)
3. collect specially designed instruction tools, research-based instructional strategies, and learning strategies in the areas of Math skills for youth with mild or moderate disabilities. (CEC/KY 3, 4, 5, 6) (KFT 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C) (InTASC 4, 5, 8)
4. review and discuss current trends, issues, and challenges for education of students with mild to moderate disabilities in Math. (CEC/KY 6, 8, 9, 10) (KFT 1D, 1E, 2E, 4A, 4C, 4D) (InTASC 9, 10)
5. demonstrate use of technology in Mathematical lesson design, implementation, student use in lesson work and student progress (KY 6) (1D, 1E, 2A, 2E,) (InTASC 6, 7)

* Council for Exceptional Children (CEC) Standards are used as the basis for state standards in Exceptional Education

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

**Kentucky Teacher Standards <http://www.kyepsb.net/teacherprep/standards.asp>

KFT: Kentucky Framework for Teaching:

3.2 Assessment/Evaluation: Learning outcomes will be assessed by activities, demonstrations, professional reading summaries, application in the field, monitoring by master teachers, tests, and self-reflection.

Section 4: Rationale

4.1 Reason for developing this proposed course: This course is part of a careful review of the program. This review included input from our region, current candidates, standards, and alumni focus on improvement. Increased time in the secondary area in both literacy and math strategies was identified. The program had one course, SPED 345, which addressed this content. We changed the SPED 345 course to focus on reading and writing in secondary (middle and high school) and added the SPED 346 course for math in secondary. This increases the direct instruction in each content area and allows fieldwork in both areas. Special education and math are both key areas where our Kentucky region and beyond see gaps in student learning and are considered critical areas.

4.2 Relationship to similar courses offered by other university departments/units: No other course deals with this specific content area. No other course affected by this change.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? Due to the clinical nature of the course, this is limited to 20 students per section.

5.2 How many sections of this course per academic year will be offered? Two-2

5.3 How many students per academic year are expected to enroll? 40-50

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections: Over the last two years, we have averaged 50 students entering the program each year with some attrition by the time they reach their senior year when this course will be offered.

5.5 Proposed method of staffing: Current staff should be able to meet the current needs.

5.6 Instructional technology resources: Current resources are adequate

5.7 Library resources: Current resources are adequate

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	10/9/19
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Susan Keeseey, susan.keeseey@wku.edu, 270-745-5414

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SPED 425
- 1.2 Course title: LBD Language Interventions: Strategies and Materials
- 1.3 Credit hours: 3

2. Proposed course credit hours: 4

3. Rationale for the revision of course credit hours: This course contains both a classroom and clinical component. The clinical component requires students to deliver one-on-one instruction twice weekly (45 min. per session) for the entire semester. Therefore, to adequately include the needed content with the intensive clinical component requires the 3,000 minutes allotted for a 4-credit course. The course content and standards remain the same; however, student hours required to complete this course exceeds three credits and is more representative of a four credit course.

4. Proposed term for implementation: Fall 2020

5. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	10/9/19
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

Proposal to Revise a program: Special Education/Elementary Education Major
College of Education and Behavioral Sciences
Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Susan Keeseey, Associate Professor Special Education
- 1.2 Email address:** susan.keeseey@wku.edu
- 1.3 Phone #:** 270-745-5414

Section 2: Program Information

- 2.1 Current Program reference number:** 5003
- 2.2 Current Program title:** Special Education: Learning and Behavioral Disorders and Elementary Education Dual Certification Program
- 2.3 Current total number of credits required in the program:** 128

Section 3: Proposed program revisions and rationales

3.1 Remove PSY 100, LME 318, LME 448, HIST 456, ELED 365, SPED 424.

With the addition of the Core courses, a five-course required sequence for all education majors, the opportunity for program revisions allowed for realignment of standards and course offerings. Careful consideration focused on providing a quality program that still allowed for graduation within four years.

PSY 100 is no longer a prerequisite but can be taken as a Colonnade course.

Content from **LME 318 and LME 448** will be integrated within the new STE themes. LME 448 is now available as a Colonnade course and will be encouraged to complete as such.

HIST 456 is replaced with HIST 240 or 241 allowing for additional content in US History, an area of difficulty in Praxis completion. **ELED 365** is now cross listed with SPED 340 allowing for more collaboration and shared content between SPED and ELED programs. Some of the content and standards targeted in **SPED 424** will be covered in the new Core course, EDU 350, and the remaining coursework and standards will be dispersed in the remaining SPED courses.

- 3.2 Add EDU 260, EDU 350, EDU 360, HIST 240 or 241, ELED 345, and SPED 346.** The addition of a 15 hour Core provides a consistent foundational base across all STE undergraduate teaching programs and allows more flexibility for students to determine which certification and level they feel most passionate to teach. **EDU 260, EDU 350, and EDU 360** are all Core courses (the remaining six hours are courses already in this program). The option of **HIST 240 or 241** allows for more instruction in US History (see 3.1). **ELED 345** provides the foundation for elementary teaching and maintains the same percentage of elementary education coursework as the current program. **SPED 346** is a new course added to the program to provide greater emphasis in middle/high school special education instruction, an area of need as suggested by program alumni.

- 3.3 Revise SPED 345.** To strengthen the ability of program graduates to effectively teach at the middle/high school level, SPED 345 will be split into two courses. Objectives remain the same with additional content and clinical experience in the areas of math and language arts at the secondary level. SPED 345 focuses on language arts methods for students with disabilities and SPED 346 (see 3.2) focuses on math instruction for the same population.
- 3.4 Change credit hours for SPED 425 and EDU 489.** Currently **SPED 425** is a 3 credit course including both a classroom and clinical component. The student hours required to complete this course more closely resembles a 4 credit course than a 3 credit course. **EDU 489** is part of multiple programs in STE. Moving it to a variable credit hour course of either 2 or 3 credits allows more flexibility for programs to choose the appropriate credit hours for their program. Two credits is more representative of the course requirements for this program.
- 3.5 Change course title for SPED 480.** The program revisions include greater emphasis on collaboration and inclusion for special populations to more closely mirror current practices in today’s classrooms. Also, current practice emphasizes data-driven decision making. Therefore, this title change more closely explains the course content to reflect the students’ knowledge of these practices.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES list those revisions here, and indicate whether the consultations have occurred.

4.1 Remove PSY 100, LME 318, LME 448, HIST 456. Psychology faculty were part of the Core development beginning in Fall, 2018 and agreed to remove the PSY 100 prerequisite. The School of Teacher Education was notified of changes at the fall retreat on 8/21/19. The STE Department Head, Blair Thompson, along with program faculty met with the History department and reached mutual agreement on the course changes in early September, 2019.

4.2 Add HIST 240 or 241. (See 3.1).

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

- School of Teacher Education: 9-20-19**
- CEBS College Curriculum Committee: 10/1/19**
- Professional Education Council:10-9-19**
- Undergraduate Curriculum Committee:**

University Senate:

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current Program Description: (On a separate pages):

7.2 Proposed Program Description: (On a separate pages):

7.1 Current B.S. Special Education/Elementary Education Major

Required Courses	Hours	Notes
PSY 100: Introduction to Psychology	3	Delete (Colonnade)
PSY 310: Educational Psychology	3	
LME 318: Children's Literature	3	Delete
LME 448: Technology Application in Education	3	Delete (Colonnade)
Math 205: Number Systems and Number Theory for Teachers	3	
Math 206: Fundamental of Geometry for Teachers	3	
Math 308: Rational Numbers and Data Analysis for Teachers	3	
MUS 314: Comprehensive Arts Education for the Elementary Teacher	3	
PE 354: Physical Education for Elementary School	3	
GEOG 352: Geography of KY or HIST 456: Kentucky History	3	Delete HIST 456 Add HIST 420 or 420
LTCY 320: Foundations of Teaching Literacy in the Elementary Grades	3	
LTCY 420: Literacy Methods in the Elementary Grades	3	
EDU 250: Introduction to Teacher Education	3	
ELED 365: Teaching Strategies for Elementary Teachers II	3	Delete – Sub ELED 345
ELED 405: Teaching Mathematics in the Elementary School	3	
ELED 406: Teaching Science in the Elementary School	3	
ELED 407: Teaching Social Studies in the Elementary School	3	
SPED 335: Foundations of Special Education	3	
SPED 340: LBD Elementary Instructional Methods	3	
SPED 345: LBD Secondary Methods	3	
SPED 350: Assessment in Special Education	3	
SPED 400: Behavior Management Strategies in Special Education	3	
SPED 424: Inclusion, Collaboration, and Diversity in the Classroom	3	Delete - New Core – EDU 350
SPED 425: LBD Language Interventions: Strategies and Materials	3	
SPED 480: Senior Project for Learning and Behavioral Disorders	3	
EDU 489: Student Teaching Seminar	3	
SPED 490 : Student Teaching	5	
ELED 490: Student Teaching	5	
Total Required Credits	78	

7.2 Proposed B.S. Special Education/Elementary Education Major

Required Courses	Hours	Notes
PSY 310: Educational Psychology	3	Core
EDU 250: Discover Teaching: Introduction to Teacher Education	3	Core – Title Change
EDU 260: Classroom Assessment	3	Core - Added
EDU 350: Student Diversity and Differentiation	3	Core - Added
EDU 360: Behavior and Classroom Management	3	Core - Added
Math 205: Number Systems and Number Theory for Teachers	3	
Math 206: Fundamental of Geometry for Teachers	3	
Math 308: Rational Numbers and Data Analysis for Teachers	3	
MUS 314: Comprehensive Arts Education for the Elementary Teacher	3	
PE 354: Physical Education for Elementary School	3	
GEOG 352: Geography of KY or HIST 240: The U.S. to 1865 or HIST 241: The U.S. Since 1865	3	Added US History Option
LTCY 320: Foundations of Teaching Literacy in the Elementary Grades	3	
LTCY 420: Literacy Methods in the Elementary Grades	3	
ELED 345: Foundations in Elementary Education	3	Added
ELED 405: Teaching Mathematics in the Elementary School	3	
ELED 406: Teaching Science in the Elementary School	3	
ELED 407: Teaching Social Studies in the Elementary School	3	
SPED 335: Foundations of Special Education	3	
SPED 340: LBD Elementary Instructional Methods	3	
SPED 345: LBD Secondary Methods: Language Arts	3	Title Change
SPED 346: LBD Secondary Methods: Math	3	Added
SPED 350: Assessment in Special Education	3	
SPED 400: Behavior Management Strategies in Special Education	3	
SPED 425: LBD Language Interventions: Strategies and Materials	4	Changed from 3 to 4 credits
SPED 480: Data-Driven Decision Making	3	Title Change
EDU 489: Student Teaching Seminar	2	Changed from 3 to 2 credits
SPED 490 : Student Teaching	5	
ELED 490: Student Teaching	5	
Total Required Credits	88	

**CEBS
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

1. Identification of course:

- 1.3 Current course prefix (subject area) and number: IECE 421
- 1.4 Course title: Advanced Curriculum for Infants and Toddlers

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current **prerequisites**/corequisites/special requirements: (indicate which): Current Prerequisites FACS 295 or Instructor permission
- 4.2 Proposed **prerequisites**/corequisites/special requirements: IECE 326 or Instructor Permission
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: FACS 295 is being deleted from the IECE Program
- 4.4 Effect on completion of major/minor sequence: Not Applicable

6. Revise course credit hours:

- 6.1 Current course credit hours: 3
- 6.2 Proposed course credit hours:4
- 6.3 Rationale for revision of course credit hours: This is a course that occurs in a clinical setting and the addition of the credit hour more accurately reflects the time students spend engaged in the clinical setting.

10. Proposed term for implementation: Fall 2020

11. Dates of prior committee approvals:

School of Teacher Education	9-20-19 _____
CEBS College Curriculum Committee	<u>10-1-19</u> _____
Professional Education Council (if applicable)	<u>10-9-19</u> _____
Undergraduate Curriculum Committee	_____ _____
University Senate	_____ _____

College Name
Department Name
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

1. Identification of course:

- 1.5 Current course prefix (subject area) and number: IECE 422
- 1.6 Course title: Advanced Curriculum Development for Young Children

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current **prerequisites**/corequisites/special requirements: (indicate which): Current Prerequisites FACS 296 or Instructor permission
- 4.2 Proposed **prerequisites**/corequisites/special requirements: IECE 326 or Instructor Permission
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: FACS 296 is being deleted from the IECE Program
- 4.4 Effect on completion of major/minor sequence: Not Applicable

6. Revise course credit hours:

- 6.4 Current course credit hours: 3
- 6.5 Proposed course credit hours:5
- 6.6 Rationale for revision of course credit hours: This is a course that occurs in both preschool and kindergarten classroom settings and the addition of the 2 credit hours more accurately reflects the time students spend engaged in the clinical settings.

10. Proposed term for implementation: Fall 2020

11. Dates of prior committee approvals:

School of Teacher Education	9-20-19

CEBS College Curriculum Committee	<u>10-1-19</u>

Professional Education Council (if applicable)	<u>10-9-19</u>

Undergraduate Curriculum Committee	_____

University Senate	_____

Proposal to Revise a program: Interdisciplinary Early Childhood Education
College of Education
Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

- 1.1 Name/Title: Sylvia Dietrich, Professor IECE
- 1.2 Email address: Sylvia.dietrich@wku.edu
- 1.3 Phone # 270-245-5414

Section 2: Program Information

- 2.1 Current Program reference number: 526
- 2.2 Current Program title: Bachelor of Science in Interdisciplinary Early Childhood Education
- 2.3 Current total number of credits required in the program:120

Section 3: Proposed program revisions and rationales

- 3.6 Remove FACS 192, FACS 295, FACS 296, IECE 320, IECE 325, SPED 330, SPED 419, SPED 422, SPED 432:** A critical analysis of learning outcomes and standards in the IECE program was conducted and yielded duplication in several areas. Additionally, the creation and addition of the 15 hours of core education courses allows the program the opportunity to realign outcomes and strengthen program alignment to standards.
- 3.7 Add EDU 250, EDU 260, EDU 350, EDU 360, and PSY 310.** These courses comprise the educational core that will be common across all education programs and will allow students more flexibility in finding a program home as they ascertain level of teaching and certification where they feel most comfortable and successful. The addition of these core courses also incorporates objectives and outcomes addressed in courses discussed in section 3.1.
- 3.8 Add the TESOL Minor to the Program:** Early Childhood Education and TESOL have for the past several years been on the Critical Teacher Shortage Area List at both the state and national levels. Incorporating the TESOL minor into the IECE B.S. program will generate highly qualified early childhood educators that can meet the needs of the increasing number of English Language Learners enrolled in our public preschools and kindergarten classrooms. Students will matriculate with a major in Interdisciplinary Early Childhood Education preparing them for certification in IECE B-5, a minor in TESOL and preparing them for an endorsement in TESOL. Courses to be included are **ENG 302, ENG 407, ENG 469, ENG 470, ENG 471 and ENG 408. These 19 hours of coursework comprise the mandatory classes for the minor in TESOL and will prepare candidates to meet requirements to be recommended for an endorsement in TESOL.**
- 3.9 Increase hours in IECE 421 to 4 and increase hours in IECE 422 to 5.** These classes are advanced methods classes and the students are engaged in extensive clinical work in local community agencies and schools with children and families. The increase in hours more accurately reflects the time spend both in instruction and in the clinical settings.
- 3.10 Decrease hours in EDU 489 from 3 to 2 hours.** EDU 489 is offered for variable credit from 2 – 3 credit hours. The work products and allocated course time for IECE students aligns with the load of a 2-credit hour course.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

3.1 Remove FACS 192, FACS 295 and FACS 296. Department Head (Travis Wilson) was notified on 9/8/19 via email that IECE BS majors would no longer be required to take FACS 192, 295 or 296. Meeting with Blair Thompson, D’Lee Babb, and Sylvia Dietrich to discuss deletion of FACS courses 9/24/19. D’Lee sought clarification as to whether or not new curriculum courses were being proposed to replace the FACS courses. It was explained no new curriculum courses are being proposed and it was shared that FACS faculty were supportive of the proposed changes.

3.2 Remove SPED 330, SPED 419, SPED 422, SPED 432. The School of Teacher Education was notified of changes at the fall retreat held on 8/21/19

3.3. Series of communications and meetings between Alex Poole (program coordinator TESOL minor) and Sylvia Dietrich (Program Coordinator IECE) occurred throughout the summer of 2019. Communique from Dean Murphy to Dean Snyder 8/18/19. All parties involved are very excited about the opportunity.

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

- School of Teacher Education: 9-20-19**
- CEBS Curriculum Committee: 10-1-19**
- Professional Education Council: 10/9/19**
- Undergraduate Curriculum Committee:**
- University Senate:**

Section 7: Required Appendices: Current & proposed program descriptions:

7.1: Current B.S. Interdisciplinary Early Childhood Education

Required Courses	Hours	Notes
FACS 191: Child Development	3	
FACS 192: Working with Families	3	delete
FACS 295: Curriculum Development for Infants and Toddlers	3	delete
FACS 296: Curriculum Development for Preschool And Kindergarten	3	delete
CD 481: Speech and Language Development	3	
LTCY 310: Early Reading Language and Literacy	3	
SPED 330: Introduction to Exceptional Education: Diversity in Learning	3	delete
SPED 331: Early Childhood Education for Children with Disabilities	3	
SPED 419: Assistive Technology in The Classroom and Community	3	delete
SPED 422: Collaboration and Inclusion in School and Community Settings	3	delete
SPED 432: Applied Behavior Analysis	3	delete
IECE 320: Introduction to Early Childhood Assessment	3	delete
IECE 321: Family Supports and Services	3	
IECE 322: Planning Curriculum and Instruction for Diverse Learners	3	
IECE 323: Positive Behavior Supports with Young Children	3	
IECE 324: Advanced Assessment of Young Children	3	
IECE 325: Partnerships with Families	3	delete
IECE 326: Integrating Mathematics and Science Across The Early Childhood Curriculum		
IECE 421: Advanced Curriculum and Instruction for Infants And Toddlers	3	4hrs
IECE 422: Advanced Curriculum Development for Young Children	3	5hrs
IECE 423: Interdisciplinary Services for Young Children with Low Incidence Disabilities	3	
<i>Teacher Certification Concentration or</i>		
IECE 490: Student Teaching (Infants and Toddlers)	5	
IECE 490: Student Teaching (Preschoolers)	5	
EDU 489: Student Teaching Seminar	3	2hrs
<i>Non-Certification Requirement</i>		
IECE 491: Practicum	5	
IECE 489: Seminar	1	
Total Required Credits	69-76	

7.2: Proposed B.S. Interdisciplinary Early Childhood Education and TESOL Minor

Required Courses	Hours	Notes
IECE Major		
FACS 191: Child Development	3	
CD 481: Speech and Language Development	3	
LTCY 310: Early Reading Language and Literacy	3	
SPED 331: Early Childhood Education for Children with Disabilities	3	
IECE 321: Family Supports and Services	3	
IECE 322: Planning Curriculum and Instruction for Diverse Learners	3	
IECE 323: Positive Behavior Supports with Young Children	3	
IECE 324: Advanced Assessment of Young Children	3	
IECE 326: Integrating Mathematics and Science Across The Early Childhood Curriculum		
IECE 421: Advanced Curriculum and Instruction for Infants And Toddlers	4	
IECE 422: Advanced Curriculum Development for Young Children	5	
IECE 423: Interdisciplinary Services for Young Children with Low Incidence Disabilities	3	
Core Curriculum		
EDU 250: Discover Teaching: Introduction to Teacher Education	3	
PSY 310: Educational Psychology	3	
EDU 260: Classroom Assessment	3	
EDU 350: Diversity and Differentiation	3	
EDU 360: Behavior and Classroom Management	3	
<i>Teacher Certification Concentration OR</i>		
IECE 490: Student Teaching (Infants and Toddlers)	5	
IECE 490: Student Teaching (Preschoolers)	5	
EDU 489: Student Teaching Seminar	2	
<i>Non-certification Concentration</i>		
IECE 491: Practicum	5	
IECE 489: Seminar	1	
TESOL Minor		
ENG 302: Language and Communication	3	
ENG 407: Linguistics Analysis	3	
ENG 469: Second Language Acquisition Theory	3	
ENG 470: Methods and Materials	3	
ENG 471: Practicum	4	
ENG 408: Psycholinguistics	3	
Total Required Credits	79-85	

