**Graduate Curriculum Committee Agenda**

**August 29, 2016 Meeting**

**CEBS**

|  |  |
| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| **From the Office of the Dean** |  |
| Action | **Proposal to Revise Program**  Ref. # 042, MAE in Education and Behavioral Science Studies  Contact: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 270-745-4014 |
| **Counseling and Student Affairs** |  |
| Action | **Proposal to Create a New Course**  CNS 500, College Career Readiness Foundations  Contact: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799  Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu) |
| Action | **Proposal to Create a New Course**  CNS 501, College and Career Consultation and Collaboration  Contact: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799  Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu) |
| Action | **Proposal to Create a New Course**  CNS 502, College and Career Program Development and Evaluation  Contact: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799  Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu) |
| Action | **Proposal to Create a New Course**  CNS 503, Practicum in College and Career Readiness  Contact: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799  Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu) |
| Action | **Proposal to Create a Certificate Program**  College and Career Readiness  Contact: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799  Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu) |
| Action | **Proposal to Revise a Program**  Ref. # 145 MA inStudent Affairs in Higher Education  Contact: Aaron W. Hughey, <Aaron.Hughey@wku.edu>, 5-4849 |
| **School of Teacher Education** |  |
| Action | **Proposal to Revise a Program**  Ref. # 0457 MAE inEducation: Special Education for Teacher Leaders: LBD  Contact: E. Gail Kirby, 745-3746, <gail.kirby@wku.edu> |
| Action | **Proposal to Create a New Course**  EDU 540, Place-Based Social Studies  Contact: S. Kay Gandy, <kay.gandy@wku.edu>, 5-2991 |
| Action | **Proposal to Create a New Course**  EDU 542, Place-Based Science  Contact: Jeanine Huss, [jeanine.huss@wku.edu](mailto:jeanine.huss@wku.edu), 5-2293 |
| Action | **Proposal to Create a New Course**  LTCY 515, Socio-Cognitive Theories of Comprehension  Contact: Pamela Petty, [Pamela.petty@wku.edu](mailto:Pamela.petty@wku.edu), 745-2809 |
| Action | **Proposal to Create a New Course**  SPED 501, Introduction to Applied Behavior Analysis  Contact: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422 |
| Action | **Proposal to Create a New Course**  SPED 502, Positive Behavior Supports  Contact: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422 |
| Action | **Proposal to Create a New Course**  SPED 503, Behavior Assessment  Contact: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422 |
| Action | **Proposal to Create a New Course**  SPED 504, Effective Instruction to Improve Behavior  Contact:Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422 |
| Action | **Proposal to Create a New Course**  SPED 505, Ethics Surrounding Behavior Issues  Contact:Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422 |
| Action | **Proposal to Create a Certificate Program**  Advanced Behavior Management Certificate  Contact:Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422 |
| Action | **Proposal to Create a Certificate Program**  Place-Based Education Certificate  Contacts: S. Kay Gandy, <kay.gandy@wku.edu>, 5-2991;  Jeanine Huss, Jeanine.huss@wku.edu, 5-2293 |
| Action | **Proposal to Revise a Course**  LTCY 524, Content Area Literacy  Contact: Nancy Hulan, [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu), 270-745-4324 |

**PCAL**

|  |  |
| --- | --- |
| Philosophy & Religion |  |
| Action | **Proposal to Revise a Program**  Ref. # [0446](#pcal0446) MA in Religious Studies  Contact: Eric Bain-Selbo, [eric bain-selbo@wku.edu](mailto:eric%20bain-selbo@wku.edu), 270-745-5744 |

**College of Education & Behavioral Sciences** - Aug 22 Submissions - GCCC

**From the Office of the Dean**

1. Revise Program – 042, Education and Behavioral Science Studies, MAE

**College of Education and Behavioral Sciences – Counseling and Student Affairs**

1. New Course – CNS 500, College Career Readiness Foundations
2. New Course – CNS 501, College and Career Consultation and Collaboration
3. New Course – CNS 502, College and Career Program Development and Evaluation
4. New Course – CNS 503, Practicum in College and Career Readiness
5. Create New Certificate Program – College and Career Readiness
6. Revise Program – 145, Student Affairs in Higher Education

**College of Education and Behavioral Sciences – School of Teacher Education**

1. Revise Program – 0457, MAE in Education: Special Education for Teacher Leaders: LBD
2. Create New Course – EDU 540, Place-Based Social Studies
3. Create New Course – EDU 542, Place-Based Science
4. Create New Course – LTCY 515, Socio-Cognitive Theories of Comprehension
5. Create New Course – SPED 501, Introduction to Applied Behavior Analysis
6. Create New Course – SPED 502, Positive Behavior Supports
7. Create New Course – SPED 503, Behavior Assessment
8. Create New Course – SPED 504, Effective Instruction to Improve Behavior
9. Create New Course – SPED 505, Ethics Surrounding Behavior Issues
10. Create New Certificate Program – Advanced Behavior Management Certificate
11. Create New Certificate Program – Place-Based Education Certificate
12. Revise Course – LTCY 524, Content Area Literacy

**Revise a Program**

**(Action)**

Date: March 24, 2016

College: College of Education and Behavioral Sciences

Department: Dean’s Office/College Wide Program

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 270-745-4014

**1. Identification of program:**

* 1. Reference number: 042
  2. Program title: Education and Behavioral Science Studies, Master of Arts in Education

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum: Adding a new option (College and Career Readiness) within the EBSS curriculum to the two existing options.

2.4  other:

**3. Detailed program description:**

|  |  |
| --- | --- |
| Existing Program | Revised Program |
| The Education and Behavioral Science Studies Master of Arts in Education is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.  **Program Admission**  Applicants for admission must:   * Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and * ~~Submit a scholarly/professional writing sample to be assessed by the admissions committee; OR~~ * Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); \*GAP=(GRE-V+GRE-Q) +(GPAx100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139. AND * Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals.  International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version).   **Program Requirements (30 hours)**  A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.  Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.  **Required Core for All EBSS Students – 21 hours:**  EDFN 500 Research Methods (3 hrs)  Professional Foundations Course (3 hrs)  Strategies/Methodologies of Education, or Behavioral Sciences Course (3 hrs)  Developmental Issues Course (3 hrs)  ~~Professional Development~~ ~~1~~ ~~(3 hrs)~~  EDU 594 Practicum in Education or Behavioral Sciences 2 (3 hrs)  ~~Capstone Course~~ ~~1~~ ~~(3 hrs)~~  EDU 595 Directed Study in Education or Behavioral Sciences  1 *A thesis may be substituted for the Professional Development and Capstone Course Requirements. Students who elect the thesis option may enroll in EDU 599 or other thesis course, with approval of thesis director.*  *2 Or other practicum or seminar course requiring field-based, practical application approved in advance by advisor.*  Option 1: Education Studies  Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course (3 hrs)  Select 9 hours of content courses 1  Total hours for Option 1 - 12 hours  1 *Courses from non-education fields must be approved by advisor*  Option 2: Behavioral Science Studies  Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral Science areas. 1 (12 hours)  Total hours for Option 2 – 12  1 *Students must have prior departmental approval to enroll in the courses.*  Total Program Hours 30 | The Education and Behavioral Science Studies Master of Arts in Education is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense); behavioral sciences (in a general sense); **or College and Career Readiness,** but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education, behavioral sciences **or College and Career Readiness** for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology. The College and Career Readiness Option may lead to the Certificate in CCR if the student chooses this option.  **Program Admission**  Applicants for admission must:   * Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and * Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals.  International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version).   **If the applicant’s GPA (counting all course work, undergraduate and graduate) does not meet the cumulative 2.75 GPA or 3.0 in the last 30 hours of course work, the student must take and meet the GRE requirements below to be admitted to the program.**   * Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); \*GAP=(GRE-V+GRE-Q) +(GPAx100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139. AND   **Program Requirements (30 hours)**  A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. **Students who choose the College and Career Readiness Option to earn the CCR Certificate will take a minimum of 33 hours.** All students must pass a final comprehensive examination.  Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.  **Required Core for All EBSS Students – 21 hours:**  EDFN 500 Research Methods (3 hrs)  Professional Foundations Course (3 hrs)  Strategies/Methodologies of Education, or Behavioral Sciences Course (3 hrs)  Developmental Issues Course (3 hrs)  **Students have the choice of taking 6 hours of Professional Development Practicum AND a Capstone Course (see EDU 594 and EDU 595 below) OR 6 hours of Thesis with approval of thesis director. 1**  EDU 594 Practicum in Education or Behavioral Sciences 2 (3 hrs) *(Professional Development Course)*  EDU 595 Directed Study in Education or Behavioral Sciences (3 hrs) *(Capstone Course)*  1 *A thesis may be substituted for the Professional Development and Capstone Course Requirements. Students who elect the thesis option may enroll in EDU 599 or other thesis course, with approval of thesis director.*   1. *Or other practicum or seminar course requiring field-based, practical application approved in advance by advisor.*   **Students choose one of the three options:**  Option 1: Education Studies  Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course (3 hrs)  Select 9 hours of content courses 1  Total hours for Option 1 - 12 hours  1 *Courses from non-education fields must be approved by advisor*  Option 2: Behavioral Science Studies  Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral Science areas. 1 (12 hours)  Total hours for Option 2 – 12  **Option 3: College & Career Readiness**  **Students choose 3 courses from the College & Career Readiness Course Work or 5 courses if they choose to earn the CCR Certificate.**  **CNS 500 CCR Foundations (3 hrs)**  **CNS 501 College and Career Consultation and Collaboration (3 hrs)**  **CNS 502 College and Career Program Development and Evaluation (3 hrs)**  **CNS 503 Practicum in College and Career Readiness (3 hrs)**  **CNS 556 Developmental Career Counseling (3 hrs)**  **Total hours for Option 3 – 12 to 15 hrs.**  1 *Students must have prior departmental approval to enroll in the courses.*  Total Program Hours 30 to 33 hours |

**4.** Rationale: The Counseling and Student Affairs Department has developed a core group of courses to train professionals in College and Career Readiness. Those courses have been added to the Education and Behavioral Science Studies Program as an additional option along with the Education Science Studies option and the Behavioral Sciences option. This will allow those students who are seeking a Master of Arts in Education, but who are seeking no credential or certification, more options in the EBSS program.

**5. Proposed term for implementation: Spring 2017**

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | **N/A** |
| College Curriculum Committee | **4/19/16** |
| Professional Education Council (if applicable) | **N/A** |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: March 22, 2016

College, Department: College of Behavioral Sciences and Education, Counseling and

Student

Affairs

Contact Person: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu)

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: CNS 500
  2. Course title: College and Career Readiness Foundations
  3. Abbreviated course title: CCR Foundations  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): No
  6. Repeatable (yes or no) for total of \_\_\_ hours: No
  7. Grade type: Standard Letter grade
  8. Prerequisites: None
  9. Corequisites: None
  10. Course description: Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.
  11. Course equivalency: None

**2. Rationale:**

2.1 Reason for developing the proposed course: The course will be used as a

part of required coursework for a new concentration being developed

within the Education and Behavioral Science Studies, Master of Arts in

Education (042). Additionally, it will be used as part of a graduate

certificate program being developed in College and Career Readiness.

This certificate program will be open to all students enrolled in the

Department of Counseling and Student Affairs; and students enrolled in

the CEBS MAE program. Furthermore, this certificate program addresses

all aspects of WKU’s mission including: *Western Kentucky University*

*(WKU) prepares students of all backgrounds to be productive, engaged,*

*and socially responsible citizen-leaders of a global society. The University*

*provides research, service and lifelong learning opportunities for its*

*students, faculty, and other constituents. WKU enriches the quality of life*

*for those within its reach.* Additionally, it matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU’s campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

2.2 Relationship of the proposed course to other courses at WKU: There is a

certificate in Career Services housed in this department which includes

various career-related courses. However, these courses are designed to

provide helping professionals (i.e., Student Affairs professionals) with

advanced knowledge and skills needed to better serve college students

and clients. This course being proposed is specifically related to training

students to work with elementary, middle, and high school students in

the areas of career and college readiness.

**3. Discussion of proposed course:**

* 1. Schedule type: L

3.2 Learning Outcomes: Upon completing this course, students will:

* Gain knowledge regarding relevant ethical and legal considerations for working with students in schools.
* Understand national, state, and local standards related to college and career readiness in schools.
* Gain knowledge about college preparation requirements including standardized tests, structuring essays, letters of recommendation, application completion, and college visitation.
* Understand financial aid resources, application, and process (i.e., applications, scholarships, loans)
* Be able to assist students in academic planning for and throughout: college (i.e., goal setting, matriculation, college applications, course requirements & prerequisites); technical training; military; work force options; and small business opportunities (entrepreneur)
* Be able to identify individual student needs for support in college and career readiness.
* Be able to provide knowledge and support to parents related to college application, financial aid requirements, and career opportunities for students.
* Understand the impact of globalization on careers and the workplace.
  1. Content outline:
* Ethical and legal issues associated with the school system and minors
* Standards of practice related to college and career readiness in schools
* College preparation requirements including standardized tests, structuring essays, letters of recommendation, application completion, and college visitation.
* College application process (including financial aid resources, application)
* Best practices in career and college planning
* Individual Development and Needs Assessment and Intervention
* Working with the System (providing support to parents)
* Career and Work Globalization
  1. Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

* 1. Tentative texts and course materials:

(2014). *2015 Scholarship handbook*. New York, NY: The College Board.

(2016*). Getting financial aid 2017*. New York, NY: The College Board.

Bauld, H. (2012). *On writing the college application essay: The key to*

*acceptance at the college of your choice*. New York, NY: Collins

Reference.

Chany, K., Martz, G. & Clinton, B. (2015). *Paying for college without going*

*broke*. New York, NY: Penguin Random House LLC.

Conley, D. (2014). *Getting ready for college, careers, and the common*

*core: What every educator needs to know*. San Francisco, CA:

Jossey-Bass.

Conley, D. (2012). *College and career ready: Helping all students succeed*

*beyond high school*. San Francisco, CA: Jossey-Bass John Wiley

distributor.

Conley, D. (2005). *College knowledge: What it really takes for students to*

*succeed and what we can do to get them ready*. San Francisco,

CA: Jossey-Bass.

Fiske, E., & Logue, S. (2015). *Fiske guide to colleges 2016*. Naperville, IL:

Sourcebooks.

Gelb, A. (2013). *Conquering the college admissions essay in 10 steps:*

*crafting a winning personal statement*. New York, NY: Ten Speed

Press.

Ivey, A., & Chisolm, A. (2013). *How to prepare a standout college*

*application: Expert advice that takes you from LMO\* (\*like many*

*others) to admit*. San Francisco, CA: Jossey-Bass, a Wiley brand.

Johnson, D. (2014). *School law primer: A working legal guide for*

*educational leaders*. Middletown, DE: CreateSpace Independent

Publishing Platform.

Mamlet, R. & VanDeVelde, C. (2011). *College admission: From application*

*to acceptance, step by step*. New York, NY: Three Rivers Press.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty from the Department of

Counseling and Student Affairs will teach courses, as well as adjunct

instructors who have training, skills and expertise in the area. Adding this

new course will not cost additional faculty lines. The department course

schedule will be designed so that course is offered consistently, yet does

not require any faculty to teach an overload.

4.2 Special equipment, materials, or library resources needed: Existing

equipment, materials, and library resources are sufficient for this

program.

**5. Term for implementation:** Spring 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | March 23, 2016 |
| College Curriculum Committee | April 19, 2016 |
| Professional Education Council (if applicable) | May 11, 2016 |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: March 22, 2016

College, Department: College of Behavioral Sciences and Education, Counseling and

Student Affairs

Contact Person: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu)

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: CNS 501
  2. Course title: College and Career Consultation & Collaboration
  3. Abbreviated course title: Consultation and Collaboration  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): No
  6. Repeatable (yes or no) for total of \_\_\_ hours: No
  7. Grade type: Standard Letter grade
  8. Prerequisites: None
  9. Corequisites: None
  10. Course description: Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems
  11. Course equivalency: None

**2. Rationale:**

2.1 Reason for developing the proposed course: The course will be used as a

part of required coursework for a new concentration being developed

within the Education and Behavioral Science Studies, Master of Arts in

Education (042). Additionally, it will be used as part of a graduate

certificate program being developed in College and Career Readiness.

This certificate program will be open to all students enrolled in the

Department of Counseling and Student Affairs; and students enrolled in

the CEBS MAE program. Furthermore, this certificate program addresses

all aspects of WKU’s mission including: *Western Kentucky University*

*(WKU) prepares students of all backgrounds to be productive, engaged,*

*and socially responsible citizen-leaders of a global society. The University*

*provides research, service and lifelong learning opportunities for its*

*students, faculty, and other constituents. WKU enriches the quality of life*

*for those within its reach.* Additionally, it matches and supports the

national, regional and state initiatives as noted above; which are all

aimed at helping elementary, middle, and high school students become

productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU’s campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

2.2 Relationship of the proposed course to other courses at WKU: There is a

certificate in Career Services housed in this department which includes

various career-related courses. However, these courses are designed to

provide helping professionals (i.e., Student Affairs professionals) with

advanced knowledge and skills needed to better serve college students

and clients. This course being proposed is specifically related to training

students to work with elementary, middle, and high school students in

the areas of career and college readiness. There is also Psychology 645

Consultation in Educational & Mental Health Settings: Theory and

Practice. This course differs from the current proposed course in that it

focuses on mental health rather than on the broader spectrum of

education, the school system and other related stakeholders.

**3. Discussion of proposed course:**

* 1. Schedule type: L
  2. Learning Outcomes: Upon completing this course, students will:
* Understand basic consultation models pertaining to working with systems/individuals
* Gain knowledge about the past, present, and future regional industry trends regarding education and employment opportunities that support growing economies
* Build professional relationships and develop partnerships within education and industry in order to connect students to college and career resources and opportunities
* Apply basic professional consultation models and concepts by seeking consultation from a local business partner in order to create an effective educational or guidance lesson in their specialty area relevant to regional career opportunities
* Apply knowledge of professional consultation models and concepts by providing consultation to an educational professional on integrating CCR-related material into their classroom
* Understand how to make college and career-related topics relevant to course material across a variety of specialty areas
* Expand knowledge of various regional business by conducting professionally appropriate informational interviews, site visits, and/or virtual tours
  1. Content outline:
* Basic consultation models pertaining to working with systems/individuals
* Trends within industry regarding education and employment opportunities to support a growing economy
* Relevant professional relationships and partnerships within education and industry by which students are connected to college and career resources and opportunities
* Best practice in applying consultation models and concepts within various systems (school, community)
* College and career-related topics relevant across a variety of specialty areas
* Regional and local businesses and industry
  1. Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

* 1. Tentative texts and course materials:

Brigman, G. (2005). *School counselor consultation: Developing skills for*

*working effectively with parents, teachers, and other school*

*personnel*. Hoboken, NJ: J. Wiley & Sons.

Dettmer, P., Thurston, L. P., & Dyck, N. J. (2004). *Consultation,*

*collaboration, and teamwork for students with special needs* (5th

ed.). Boston, MA: Allyn & Bacon.

Crothers, L.M., Hugheys, T. L., Morine, K. A., & Erchul, W. (2008). *Theory*

*and cases in school-based consultation: A resource for school*

*psychologists, school counselors, special educators, and other mental health professionals.* New York, NY: Routledge.

Erchul, W., & Martens, B. K. (2012). *School consultation: Conceptual and*

*empirical bases of practice* (3rd ed.). New York, NY: Springer.

Kampwirth, T.J., & Powers, K.M. (2011). *Collaborative consultation in the*

*schools: Effective practices for students with learning and*

*behavior problems* (4th ed. ). New York, NY: Pearson.

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practice in*

*schools a practical guide to transforming school communities*.

Philadelphia, PA: Jessica Kingsley Publishers.

Thousand, J., Villa, R. & Nevin, A. (2015). *Differentiating instruction:*

*planning for universal design and teaching for college and career*

*readiness*. Thousand Oaks, CA: Corwin.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty from the Department of

Counseling and Student Affairs will teach courses, as well as adjunct

instructors who have training, skills and expertise in the area. Adding this

new course will not cost additional faculty lines. The department course

schedule will be designed so that course is offered consistently, yet does

not require any faculty to teach an overload.

4.2 Special equipment, materials, or library resources needed: Existing

equipment, materials, and library resources are sufficient for this

program.

**5. Term for implementation:** Spring 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | March 23, 2016 |
| College Curriculum Committee | April 19, 2016 |
| Professional Education Council (if applicable) | May 11, 2016 |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: March 22, 2016

College, Department: College of Behavioral Sciences and Education, Counseling and

Student Affairs

Contact Person: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu)

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: CNS 502
  2. Course title: College and Career Program Development & Evaluation
  3. Abbreviated course title: Program Development & Evaluation  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): No
  6. Repeatable (yes or no) for total of \_\_\_ hours: No
  7. Grade type: Standard Letter grade
  8. Prerequisites: None
  9. Corequisites: None
  10. Course description: Program development and evaluation, with emphasis on P-16 college and career development and readiness
  11. Course equivalency: None

**2. Rationale:**

2.1 Reason for developing the proposed course: The course will be used as a

part of required coursework for a new concentration being developed

within the Education and Behavioral Science Studies, Master of Arts in

Education (042). Additionally, it will be used as part of a graduate

certificate program being developed in College and Career Readiness

(CCR). This certificate program will be open to all students enrolled in

the Department of Counseling and Student Affairs; and students enrolled

in the CEBS MAE program. Furthermore, this certificate program

addresses all aspects of WKU’s mission including: *Western Kentucky*

*University (WKU) prepares students of all backgrounds to be productive,*

*engaged, and socially responsible citizen-leaders of a global society. The*

*University provides research, service and lifelong learning opportunities*

*for its students, faculty, and other constituents. WKU enriches the quality*

*of life for those within its reach.* Additionally, it matches and supports the

national, regional and state initiatives as noted above; which are all

aimed at helping elementary, middle, and high school students become

productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU’s campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

2.2 Relationship of the proposed course to other courses at WKU: There is a

certificate in Career Services housed in this department which includes

various career-related courses. However, these courses are designed to

provide helping professionals (i.e., Student Affairs professionals) with

advanced knowledge and skills needed to better serve college students

and clients. This course being proposed is specifically related to training

students to work with elementary, middle, and high school students in

the areas of career and college readiness. While Psychology 514 *Program*

*Evaluation* does focus on programs within schools, it does not specifically ‘ address or emphasize the development of programs specifically related

to college and career readiness.

**3. Discussion of proposed course:**

* 1. Schedule type: L
  2. Learning Outcomes: Upon completing this course, students will:
* Understand and analyze school assessment and accountability data to determine areas in need of CCR programming
* Be able to select effective content delivery formats for various student age groups, socio-economic statuses, and cultural groups.
* Understand how to develop, deliver, and evaluate CCR programs for students, parents, teachers, and other stakeholders, with special considerations for diverse populations and students at risk of exclusion
* Be able to develop and host college and/or career fairs, workshop, and other events
* Understand systemic budgetary practices, grant funding, and working with a minimal budget in programming
* Understand how to appropriately market events in order to promote college and career resources, events, and/or workshops
* Understand basic psychoeducational group theory in order to effectively deliver CCR programs in small or large groups
* Develop competencies in order to conduct small or large psychoeducational groups related to college and/or career preparation
* Understand, create, and use experiential activities in different settings with varying age groups
* Be able to facilitate and demonstrate career preparation activities (i.e., college applications, resume critiques, internship/externship, job search competencies, interview skills)
* Be able to identify and foster transferable life skills and specific job skills necessary to be successful in college and a career
  1. Content outline:
* School assessment and accountability data
* School budgetary practices including external funding opportunities
* Program development and evaluation models and concepts
* Content delivery formats with attention on student development, socio-economic statuses, and cultural groups
* Development and marketing of college and/or career fairs, workshop, and other events
* Psychoeducational group theory and application, with an emphasis on college and career readiness
* Individual-based interventions focused on career exploration and preparation, with an emphasis on college and career readiness
  1. Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

* 1. Tentative texts and course materials:

Burris, C., & Garrity, D. (2012). *Opening the common core how to bring all*

*students to college and career readiness*. Thousand Oaks, CA:

Corwin Press.

Bernhardt, V. (2016). *Data, data everywhere: Bringing all the data*

*together for continuous school improvement*. New York, NY:

Routledge.

Fitzpatrick,C., & Costantini, K. (2011). *Counseling 21st century students*

*for optimal college and career readiness: A 9th-12th grade*

*curriculum*. New York, NY: Routledge.

Spaulding, D. (2014). *Program evaluation in practice: core concepts and*

*examples for discussion and analysis*. San Francisco, CA: Jossey-

Bass.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty from the Department of

Counseling and Student Affairs will teach courses, as well as adjunct

instructors who have training, skills and expertise in the area. Adding this

new course will not cost additional faculty lines. The department course

schedule will be designed so that course is offered consistently, yet does

not require any faculty to teach an overload.

4.2 Special equipment, materials, or library resources needed: Existing

equipment, materials, and library resources are sufficient for this

program.

**5. Term for implementation:** Spring 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | March 23, 2016 |
| College Curriculum Committee | April 19, 2016 |
| Professional Education Council (if applicable) | May 11, 2016 |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: March 22, 2016

College, Department: College of Behavioral Sciences and Education, Counseling and

Student Affairs

Contact Person: Jill Duba Sauerheber, [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu)

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: CNS 503
  2. Course title: Practicum in College and Career Readiness
  3. Abbreviated course title: Practicum in CCR   
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): No
  6. Repeatable (yes or no) for total of \_\_\_ hours: No
  7. Grade type: Standard Letter grade
  8. Prerequisites: CNS 500 College and Career Readiness Foundations

CNS 556 Developmental Career Counseling

* 1. Corequisites: None
  2. Course description: Supervised experiences in college and career readiness setting/s. Prerequisites required.
  3. Course equivalency: None

**2. Rationale:**

2.1 Reason for developing the proposed course: The course will be used as a

part of required coursework for a new concentration being developed

within the Education and Behavioral Science Studies, Master of Arts in

Education (042). Additionally, it will be used as part of a graduate

certificate program being developed in College and Career Readiness.

This certificate program will be open to all students enrolled in the

Department of Counseling and Student Affairs; and students enrolled in

the CEBS MAE program. Furthermore, this certificate program addresses

all aspects of WKU’s mission including: *Western Kentucky University*

*(WKU) prepares students of all backgrounds to be productive, engaged,*

*and socially responsible citizen-leaders of a global society. The University*

*provides research, service and lifelong learning opportunities for its*

*students, faculty, and other constituents. WKU enriches the quality of life*

*for those within its reach.* Additionally, it matches and supports the

national, regional and state initiatives as noted above; which are all

aimed at helping elementary, middle, and high school students become

productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU’s campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

2.2 Relationship of the proposed course to other courses at WKU: This course

has a course equivalency to CNS 590 and CNS 591. Both courses are

housed with the department and emphasize the following: CNS 590, the

supervised experiences of students in a school, community college, or

university setting various career-related courses; CNS 591, Supervised

experiences in a clinical mental health or marriage, couple, and family

counseling setting. This course, CNS 503, will emphasize the supervised

experience of students enrolled in the proposed College and Career

Readiness Certificate. Since we anticipate that some students who enroll

in the certificate program will also be completing a degree in Clinical

Mental Health Counseling; Marriage, Couple and Family Counseling;

and/or School Counseling, those such students will gain supervision of

their college and career readiness experiences within their required

practicum course (instead of being required to take two practicum

courses). Additionally, CNS 590 is designed in such a way that if there are

not enough students to enroll in CNS 503, such students would be able to

still gain appropriate supervision within the School Counseling based

practicum, CNS 590.

**3. Discussion of proposed course:**

* 1. Schedule type: L
  2. Learning Outcomes: Upon completing this course, students will:
* Be able to conduct intake interviews and comprehensive career assessments
* Understand how to identify and employ strategies to help clients develop skills needed to make life-work role transitions
* Be able to help clients acquire a set of employability, job search, and job creation skills
* Gain competence in assisting students in the appropriate use of technology for career information and planning
* Be able to market and promote career counseling activities and services
* Be able to identify, acquire, and evaluate career information resources relevant for diverse populations
* Understand how to plan, implement, and administer career counseling programs and services
  1. Content outline:
* Basic interview assessments and interviews
* Helping relationship skills
* Technological-based interventions
* Advanced marketing and promotion skills, application of
* Evaluation and critique of appropriate resources for students
  1. Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

* 1. Tentative texts and course materials:

Conley, D. (2012). *College and career ready: Helping all students succeed*

*beyond high school*. San Francisco, CA: Jossey-Bass John Wiley

distributor.

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practice in*

*schools a practical guide to transforming school communities.*

Philadelphia, PA: Jessica Kingsley Publishers.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty from the Department of

Counseling and Student Affairs will teach courses, as well as adjunct

instructors who have training, skills and expertise in the area. Adding this

new course will not cost additional faculty lines. The department course

schedule will be designed so that course is offered consistently, yet does

not require any faculty to teach an overload.

4.2 Special equipment, materials, or library resources needed: Existing

equipment, materials, and library resources are sufficient for this

program.

**5. Term for implementation:** Spring 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | March 23, 2016 |
| College Curriculum Committee | April 19, 2016 |
| Professional Education Council (if applicable) | May 11, 2016 |
| Graduate Council |  |
| University Senate |  |

**Certificate Program - Create New**

**(Action)**

Date: March 22, 2016

College, Department: College of Behavioral Sciences and Education, Counseling and Student

Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799

Cheryl Wolf, [cheryl.wolf@wku.edu](mailto:cheryl.wolf@wku.edu)

**1. Identification of program:**

* 1. Program title: College and Career Readiness
  2. Required hours: 15 credit hours
  3. Program Description: This certificate program is for graduate students who are interested in the college and career readiness of P-16 students; with a specific focus on interacting and intervening with this target population, as well as developing professional relationships with school-related stakeholders. The College and Career Readiness (CCR) certificate is created to support the career and college readiness needs of local, regional, and national P-16 students. It will be offered on WKU’s Bowling Green campus; courses will be taught by CNS faculty with the integration of experts from local businesses and schools. Students will have opportunities to participate in action research and service learning consultation activities. This certificate program will play a leading role in Kentucky’s economic and social development by preparing CCR graduates to prepare P-16 students to join a high quality educated workforce in an area of local, regional, and national need. Additionally, it will meet the needs of area schools by providing specific training to the personnel being hired or asked to work with students in the areas of college and career readiness. It will also serve to help build and maintain networks between districts and industry in Bowling Green.
  4. Classification of Instructional Program Code (CIP): 13.11

**2. Learning outcomes of the proposed certificate program:**

This program is designed to enhance one’s knowledge and skills related to college and career readiness for elementary and high school students. Upon completion of this certificate, graduates will be able to:

* Understand administrative aspects of college and career readiness including program development, evaluation, budgets, and leadership.
* Learn basic college and career readiness foundations such as career theory and assessment, financial aid, academic planning, practical experience, and regional outlook.
* Effectively network and build collaborative relationships with local and regional businesses
* Explore the importance of advocacy and leadership skills, relationships, and resources for delivering CCR information and programs (such as college fair, job shadowing, apprenticeship, etc.) to their students.
* Examine consultation as it applies to CCR including basic models, relevant ethical and legal issues, organizational structure, and ways to seek and provide consultation.
* Ensure information is delivered to students, parents, teachers, and other stakeholders in an effective and useful way.
* Learn and practice helping skills to better work with students, parents, and stakeholders from all ages, ethnic, and cultural groups.
* Learn social and emotional skills, critical thinking, and problem solving skills that are necessary to be Life-Ready

**3. Rationale:**

* 1. Reason for developing the proposed certificate program:

The College and Career Readiness program is designed to:

* Make secondary school topics, training, and career awareness relevant to the current local workplace. This engages students and creates graduates who are better trained for local industry so our highly qualified citizens will remain in the area, contribute to an expanding economy, and support work in local businesses.
* Train and empower graduates of the program (i.e., clinical mental health counselors, school counselors, teachers, college & career readiness coaches) in traditional college and career readiness but also in regionally-relevant ways by partnering with local businesses to help students, teachers, counselors, administrators, and parents gain more knowledge on career opportunities available.
* Support the needs of regional businesses through intentional collaboration, networking and planning focused on workforce development. The program will account for what is currently relevant and what is missing in the high school and college curriculums in order include curricula that prepares students to enter the workforce by aligning education and training that is relevant to their needs.
* Align with various national, state and local initiatives such as the following:
  + **National initiatives**
    - *Michelle Obama’s “Reach Higher” campaign*included a “White House Convening on College and Career Readiness” at San Diego State University in Dec 2014 and she also spoke at the American School Counseling Conference in July 2014 [discussing the value of CCR](http://schoolcounselor.org/school-counselors-members/professional-development/annual-conference/2014-conference-webstream/first-lady-s-address) and voiced her concern that school counselors are not being specifically trained on CCR.
    - *Department of Education* [College and Career-Ready Standards and Assessments](http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf)
      * The administration has reauthorized the *Elementary and Secondary Education Act (ESEA)* which includes developing better assessments aligned with rigorous college and career-ready standards. The Every Student Succeeds Act (ESSA 2015) also passed.
      * “Schools, districts, and states that are successful in reaching performance targets, significantly increasing student performance for all students, closing achievement gaps, or turning around the lowest-performing schools (at the district and state levels) will be recognized as “Reward” schools, districts, and states. States will receive funds to design innovative programs to reward high-poverty Reward schools and districts” (p. 5). Those who are on the other end must implement a school turnaround model.
    - *American School Counseling Conference* (ASCA) provides CCR training tools for P-12 as webinars, training tools, and it is an integral part of the ASCA National Model – “[ASCA Mindsets & Behaviors for Student Success](http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors): K-12 College- and Career Readiness Standards for Every Student”
  + **State initiatives**
    - *Kentucky Board of Education*
      * Their [vision](http://education.ky.gov/educational/CCR/Pages/default.aspx) is College/Career Readiness for All: “to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board’s vision is informed by a changing economy that requires P-12 schools to prepare students for a more complex and competitive workplace.”
      * Kentucky’s Plan for College/Career Readiness [brochure](http://education.ky.gov/educational/CCadv/op/Documents/KentuckysPlanforULCCRw.pdf) describes CCR as “the expectation that ALL Kentucky children will receive an education that prepares them for a successful future.” Also from their brochure:
        + *College Ready*: The level of preparation a first-time college student needs in order to succeed in a credit-bearing course at a postsecondary institution. Succeed is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.
        + *Career Ready*: The level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification or entry into the workforce. According to the Association of Career and Technical Education, career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills, such as critical thinking and responsibility, that are essential in any career area; and technical, job-specific skills related to a specific career pathway.
        + *Why is College/Career Readiness important?* Over the past three decades, the number of jobs in the U.S. economy that require postsecondary education or training has surged. More than 63% of jobs in 2018 will require some postsecondary education/training. For Kentucky to compete in a global economy, our workforce must be educated and have the skills employers demand. A more educated workforce means better jobs paying higher wages, lower unemployment and a higher standard of living for all Kentuckians.
        + *What are we doing to improve College/Career Readiness?* To be college/career ready, students must stay in school, graduate and acquire the pre-requisite knowledge and skills they’ll need for college/career.
      * High school students participate in an [Operation Preparation](http://education.ky.gov/educational/CCadv/op/Pages/default.aspx) which is a joint effort of the KY DOE and Department of Workforce Development to provide “a powerful opportunity for schools, students, parents, and communities to collaborate in the process of effective advising and focus attention on the importance of planning for college and/or career” through volunteers.
    - *Kentucky Adult Education* ([KYAE.ky.gov](http://kyae.ky.gov/educators/ccr.htm)) – provide “College and Career Readiness (CCR) Standards, U.S. Department of Education, Office of Career, Technical and Adult Education, *College and Career Readiness Standards for Adult Education.”*
    - *Kentucky National Career Readiness Certification Center* ([NCRC.ky.gov](https://ncrc.ky.gov/Default.aspx)) offers an ACT WorkKeys “assessment-based credential that gives employers and job seekers a portable and uniform measure of key workplace skills.”
    - *Kentucky Office of Career and Technical Education* (KYTech.ky.gov) has an article “[Making the case for college and career coaches](http://kytech.ky.gov/Ky_CTE_College_and_Career_Coach.pdf)”
    - *Kentucky College & Career Readiness Coaches* were introduced into schools in 2014 in response to Senate Bill 1 (2009) and nearly $7.8 million of [GRREC’s $40 million grant](http://www.ksba.org/0414CollegeandCareerReadinesscoaches.aspx) supported the training for the CCRCs in the schools. However, their training was not in counseling or in a single program because there was no specific program designed to meet their needs at that time. The grant was written specifically to bring together a group of individuals with unique skills to problem solve how to create and sustain CCR centers and opportunities in the high schools. Through observations and discussions with the group, GRREC was informed of the challenges and needs. Several of the superintendents indicated the intent to find funding to keep their CCRC employed after the grant ends. The end in mind was to break away from the traditional duties of a guidance counselor in order to think and create new innovative best practices for students to be life-ready. This program is designed to consolidate the training and education into a single program and/or serve as potential graduate students pursuing advanced education for the teaching certification or as a precursor to continuing onto their school counseling degree.   
      Kentucky Annual Economic Report ([2015](http://cber.uky.edu/Downloads/CBER_2015_AnnualReport.pdf)) from UK, reports:
      * “only 19 percent of Kentucky’s recent high school graduates are considered “college ready” in all four tested subjects-English, reading, mathematics, and science” (p. 76).
      * “An estimated 56 percent of Kentucky’s jobs will require some college by 2020… The unemployment rate for those without a high school degree was around 15 percent – compared to 2.3 percent for those with at least a 4-year degree” (p. 78).
  + **Local initiatives**
    - *Covey contract*under development in Warren County schools to build high school curriculum that incorporates training for all students. Elementary and Middle School include *Leader in Me* and the *7 Habits of Success*. *Chamber-Government-Education-Industry partnership* will focus on ways in which to provide opportunities related to but not limited to the following:
      * Plans include “Next Generation Ford Academies” for major job sectors*. This will create engagement for up to 80 student*s in each career academy but doesn’t necessarily address the needs of all students. Each school will continue to add career academies over time. Therefore, training teachers, CCR coaches, and school counselors in CCR could lead to a smoother implementation of these programs across the high school curriculum.
      * There is a planned “World of Opportunity” interactive tradeshow in Nov 2016 connecting 8th grade students with industry partners but could be expanded to others including college students.
      * School programs in Nashville, TN and Rockford, IL that currently use the career academies are improving high school attendance and scores, not by focusing on test preparation but by better preparing students for college and careers and making school relevant to them through similar efforts.
    - *An Urgent Call to Action in Support of Manufacturing* for South Central Kentucky/Barren River Region was issued in June 2013 projecting that “approximately 4,500 good manufacturing jobs will be available over the next three years, and almost 9,000 by 2020.” With currently 1,000 job openings that are unfilled now, connecting our graduates with these jobs will be essential to keeping these businesses in the region. Manufacturing is the largest employment sector in the region so their project is designed to “Develop a Collaborative Action Plan, driven by regional manufacturers, with strategies that align education and training provider outputs with employer needs” (p. 2). They discussed several major findings and recommendations (p. 2)
      * ***Finding***: Education and training providers function in relative isolation. ***Recommendation***: Build an articulated career pathway system designed to address manufacturers’ needs and strengthen education-education partnerships.
      * ***Finding***: Business-education partnerships happen as disconnected pockets of activity. ***Recommendation***: Greatly expand and coordinate business-education partnerships to link real-world experiences with classroom learning.
      * ***Finding***: No aggregated “business voice” exists to drive and monitor change. ***Recommendation***: Implement a “network of networks” business model to promote business-business partnerships.
      * ***Finding***: No coordinated marketing/outreach campaign is in place to promote career opportunities. ***Recommendation***: Launch a regional marketing/outreach plan to promote the high-wage career opportunities available in manufacturing.
  1. Relationship of the proposed certificate program to other programs now offered by the department: There is a certificate in Career Services housed in this department which includes various career-related course. However, these courses are designed to provide helping professionals (i.e., Student Affairs professionals) with advanced knowledge and skills needed to better serve college students and clients. This program being proposed is specifically related to training graduate students to work with elementary, middle, and high school students in areas such as college and career readiness; career consultation and collaboration; college and career program development and evaluation.
  2. Relationship of the proposed certificate program to certificate programs offered in other departments: Certificate programs offered in other departments at WKU are not similar to this one. There are no other certificate programs related to this one. In fact, no other certificate program has a target population of children in the P-16 range. Further, the courses included in this certificate program are specific to working with children within this range, with attention paid to legal, ethical and best practices within school systems. As previously mentioned, this is a new initiative across the country, region and state. This certificate would be the first in its kind to be offered within the state of Kentucky.
  3. Projected enrollment in the proposed certificate program: Students will be solicited from within the department (i.e., targeting students enrolled in the Clinical Mental Health Counseling and School Counseling programs). Additionally, students enrolled various CEBS graduate programs will be solicited. Furthermore, this certificate program is a response to a collaborative relationship established between the Department of CNS and the Bowling Green Chamber of Commerce aimed at addressing the points noted in the Rationale 3.1., above. The Chamber will assist in soliciting the program. Enrollment is expected to be to enrollment in the other counseling programs; namely, approximately 10 students per academic year.
  4. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): There is currently no single program focused on CCR training in Kentucky. A review of related graduate and training programs across the country included approximately 18 programs, none of which specifically focus on Career and College Readiness or an emphasis on elementary, middle, and high school students. For example:
  + Career Counseling, Florida State University. For counseling graduate students with an emphasis on career counseling across the lifespan.
  + Counseling and Career Development, Colorado State University. For counseling graduate students; and places emphasis on career development across the ages.
  + Life and Career Coaching, Rider University. Not specifically related to College and Career
  + College Counseling and Student Development, St. Cloud State University. Focus is on career counseling at the university level.
  1. Relationship of the proposed certificate program to the university mission and objectives: This certificate program addresses all aspects of WKU’s mission:

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

It matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU’s campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success.

More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare graduates with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

**4. Admission Criteria:** Applicants must have a bachelor’s degreeand must meet minimum admission requirements to the Graduate School.

**5. Curriculum:** The curriculum will include:

*CNS 500 College and Career Readiness Foundations*. 3 credit hours. Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.

*CNS 501 College and Career Consultation & Collaboration*. 3 credit hours. Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems.

*CNS 502 College and Career Program Development & Evaluation*. 3 credit hours. Program development and evaluation, with emphasis on P-16 college and career development and readiness.

*CNS 503 Practicum in College and Career Readiness*. 3 credit hours. Supervised experiences in college and career readiness setting/s. Prerequisites required.

The above four courses are also new course proposals.

*CNS 556 Developmental Career Counseling*. 3 credit hours. Integrates the career counseling process into the life span from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

The above course is a standing course in the Department of CNS

**6. Budget implications:** The program will primarily be online and should not require

expensive resources. Additionally, a grant proposal has been submitted to help fund

budgetary items for the program. The existence of this program should lead to

increased enrollment in the Department of Counseling and Student Affairs. Existing

faculty will teach the existing, as well as new courses.

**7. Term of implementation:** Beginning as soon as possible; on going.

**8. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | March 23, 2016 |
| College Curriculum Committee | April 19, 2016 |
| Office of Academic Affairs (if ≥18 hour program) |  |
| Professional Education Council (if applicable) | May 11, 2016 |
| Graduate Council |  |
| University Senate |  |
| Board of Regents |  |

**Revise a Program**

**(Action)**

Date: March 23, 2016

College: Education and Behavioral Sciences

Department: Counseling and Student Affairs

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

**1. Identification of program:**

* 1. Reference number: 145
  2. Program title: Student Affairs in Higher Education

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum:

* Change number of hours required for the degree from 48 to 42
* Create a ‘core’ of 11 required classes:
* CNS 594 Research Methods in Student Affairs and Higher Education
* CNS 571 Introduction to Student Affairs
* CNS 572 The College Student Experience
* CNS 574 Student Development in Higher Education
* CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
* CNS 585 Leadership and Administration in Student Affairs
* CNS 605 Social and Cultural Diversity in Higher Education
* CNS 610 Assessment and Accountability in Student Affairs and Higher Education
* CNS 670 Parameters of Law in Student Affairs and Higher Education
* CNS 595 Internship in Student Affairs (6 hours)
* Create a set of 6 restricted elective courses from which students must choose 3:
* CNS 581 International Students and Student Services
* CNS 589 Group Dynamics in Student Affairs and Higher Education
* CNS 593 Career Development in Student Affairs and Higher Education
* CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
* CNS 604 Resource Management in Student Affairs and Higher Education
* CNS 675 Advanced Career Counseling and Services Administration

2.4  other:

**3. Detailed program description:**

|  |  |
| --- | --- |
| Existing Program | Revised Program |
| Master of Arts in Education: Student Affairs in Higher Education, Ref. #145  The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at [www.wku.edu/csa/programs/programs\_offered.php](http://www.wku.edu/csa/programs/programs_offered.php).  The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.    Admission Requirements  ~~Application Deadline is October 15 for spring admission; and March 15 for fall admission.~~  ~~Overview of the Application Process for Master's Degree Programs~~  Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant’s potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty. 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.  STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS  Completed applications include a various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process. All of the following materials should be submitted directly through the Graduate School application. Once the entire application has been completed, the Program Coordinators will be notified.  1. Graduate School Application Form  (<http://www.wku.edu/graduate/>) Requirements include a non-refundable application processing fee and official transcripts.  2. A statement of interest (Visit http://wku.edu/csa/ for required content  and formatting)  ~~3. KSP background check and signed statement: PDF | Word~~  4. An updated resume  In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.  STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW  Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission to the most highly rated candidates. Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.  Please refer to the admission section of this catalog for Graduate School admission requirements.  Degree Requirements  CNS 571 Introduction to Student Affairs  CNS 572 The College Student Experience  CNS 574 Student Development in Higher Education  CNS 577 Counseling Concepts and Applications for Student Affairs Professionals  CNS 585 Leadership and Administration in Student Affairs  CNS 589 Group Dynamics in Student Affairs and Higher Education  ~~CNS 590 Practicum ^~~  CNS 593 Career Development in Student Affairs and Higher Education  CNS 594 Research Methods in Student Affairs  CNS 595 Internship (6 hours)\*  CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education  CNS 604 Resource Management in Student Affairs and Higher Education  CNS 605 Social and Cultural Diversity in Higher Education  CNS 610 Assessment and Accountability in Student Affairs and Higher Education  CNS 670 Parameters of Law in Student Affairs and Higher Education  ~~^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.~~  ~~\*Internship must be taken over a period of two semesters.~~  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 at www.wku.edu/csa/sc/comp\_exam.php. | Master of Arts in Education: Student Affairs in Higher Education, Ref. #145  The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at [www.wku.edu/csa/programs/programs\_offered.php](http://www.wku.edu/csa/programs/programs_offered.php).  The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.  Admission Requirements  Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant’s potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.  After the completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings available.  STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS  Completed applications include a various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process. All of the following materials should be submitted directly through the Graduate School application. Once the entire application has been completed, the Program Coordinators will be notified.  1. Graduate School Application Form  (<http://www.wku.edu/graduate/>) Requirements include a non-refundable application processing fee and official transcripts.  2. A statement of interest (Visit http://wku.edu/csa/ for required content  and formatting)  3. KSP background check  4. Signed Admission Form Affidavit  5. An updated resume  In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.  STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW  Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term.  Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission to the most highly rated candidates. Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.  Please refer to the admission section of this catalog for Graduate School admission requirements.  Degree Requirements  Required Core (11 classes; 33 hours):  CNS 594 Research Methods in Student Affairs and Higher Education  CNS 571 Introduction to Student Affairs  CNS 572 The College Student Experience  CNS 574 Student Development in Higher Education  CNS 577 Counseling Concepts and Applications for Student Affairs Professionals  CNS 585 Leadership and Administration in Student Affairs  CNS 605 Social and Cultural Diversity in Higher Education  CNS 610 Assessment and Accountability in Student Affairs and Higher Education  CNS 670 Parameters of Law in Student Affairs and Higher Education  CNS 595 Internship in Student Affairs (6 hours)  Required Electives (3 classes; 9 hours) selected from the following:  CNS 581 International Students and Student Services  CNS 589 Group Dynamics in Student Affairs and Higher Education  CNS 593 Career Development in Student Affairs and Higher Education  CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education  CNS 604 Resource Management in Student Affairs and Higher Education  CNS 675 Advanced Career Counseling and Services Administration  Or other graduate courses as approved by your faculty advisor.  Total hours required: 42  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 at www.wku.edu/csa/sc/comp\_exam.php. |

**4. Rationale:**

The 48-hour master’s degree program in Student Affairs in Higher Education was designed to meet the 1994 CACREP (Council for the Accreditation of Counseling and Related Educational Programs) Standards. CACREP no longer accredits student affairs programs; the organization focuses exclusively on counseling programs. Most master’s degree programs currently follow the Council for the Advancement of Standards (CAS) Standards for Master’s Level Student Affairs Professional Preparation Programs (http://www.cas.edu/blog\_home.asp?Display=20) The MAE degree program in Student Affairs in Higher Education can meet the CAS Standards with a 42-hour program.

This reduction in also consistent with national trends for comparable programs across the nation and will help the program be more competitive with respect to the recruitment of graduate students.

* Create a ‘core’ of 11 required classes:
* CNS 594 Research Methods in Student Affairs and Higher Education
* CNS 571 Introduction to Student Affairs
* CNS 572 The College Student Experience
* CNS 574 Student Development in Higher Education
* CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
* CNS 585 Leadership and Administration in Student Affairs
* CNS 605 Social and Cultural Diversity in Higher Education
* CNS 610 Assessment and Accountability in Student Affairs and Higher Education
* CNS 670 Parameters of Law in Student Affairs and Higher Education
* CNS 595 Internship in Student Affairs (6 hours)

This required ‘core’ keeps the program in alignment with applicable CAS Standards while providing a solid education in the knowledge, skills and competencies associated with the student affairs profession in the 21st century. These courses form the common foundation all student affairs professionals need to be successful in the field.

* Create a set of 6 restricted elective courses from which students must choose 3:
* CNS 581 International Students and Student Services
* CNS 589 Group Dynamics in Student Affairs and Higher Education
* CNS 593 Career Development in Student Affairs and Higher Education
* CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
* CNS 604 Resource Management in Student Affairs and Higher Education
* CNS 675 Advanced Career Counseling and Services Administration

Requiring students to choose three courses from these six restricted electives allows them to customize the program to their particular educational and career needs. Different areas of student affairs work require different specialized knowledge, skills and competencies. Student who plan to work with international students, for example, need a different configuration of course than student who plan to focus more intently on career services. The restricted electives component allows students the flexibility they need to create a program that meets their individual needs.

**5. Proposed term for implementation:** Spring 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | March 23, 2016 |
| College Curriculum Committee | April 19, 2016 |
| Professional Education Council (if applicable) | N/A |
| Graduate Council |  |
| University Senate |  |

**Revise a Program**

**(Action)**

Date: April 11, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher education

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

**1. Identification of program:**

* 1. Reference number: # 0457
  2. Program title: Master of arts in Education: Special education for Teacher Leaders: Learning and Behavior Disorders

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3 x curriculum: Three distinct pathways are defined depending on prior certification type of the applicants.

2.4  other:

**3. Detailed program description:**

|  |  |
| --- | --- |
| Existing Program | Revised Program |
| **Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)**  The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.   1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate1 in LBD or another certifiable area, 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 GPA2 for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate1 in LBD or another certifiable area, 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 GPA2 for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate1 in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.  |  |  | | --- | --- | | 1 | 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. | | 2 | 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 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. 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. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application.  GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.  **Program Requirements (31-37 hours)**   |  |  |  |  | | --- | --- | --- | --- | | Teacher Leader Professional Education Core Courses | | |  | | [TCHL 500](http://catalog.wku.edu/search/?P=TCHL%20500) | | Foundations of Teacher Leadership | 3 | | [TCHL 530](http://catalog.wku.edu/search/?P=TCHL%20530) | | Curriculum Development | 3 | | [TCHL 545](http://catalog.wku.edu/search/?P=TCHL%20545) | | Classroom Instruction Strategies 1 | 3 | | [TCHL 555](http://catalog.wku.edu/search/?P=TCHL%20555) | | School and Classroom Assessment 1 | 3 | | [TCHL 559](http://catalog.wku.edu/search/?P=TCHL%20559) | | Action Research Design for Teacher Leaders | 1 | | [TCHL 560](http://catalog.wku.edu/search/?P=TCHL%20560) | | Action Research Capstone for Teacher Leaders | 3 | | Specialization Component | | |  | | [SPED 518](http://catalog.wku.edu/search/?P=SPED%20518) | | Seminar: Contemporary Challenges in Special Education | 3 | | [SPED 530](http://catalog.wku.edu/search/?P=SPED%20530) | | Advanced Assessment Techniques | 3 | | [SPED 531](http://catalog.wku.edu/search/?P=SPED%20531) | | Advanced Prescriptive Teaching | 3 | | [SPED 532](http://catalog.wku.edu/search/?P=SPED%20532) | | Families, Professionals and Exceptionalities | 3 | | [SPED 533](http://catalog.wku.edu/search/?P=SPED%20533) | | Seminar: Curriculum for Learning and Behavior Disorders | 3 | | [SPED 630](http://catalog.wku.edu/search/?P=SPED%20630) | | Special Education Law and Finance | 3 | | [SPED 595](http://catalog.wku.edu/search/?P=SPED%20595) | | Advanced Preparation Capstone for Special Education 2 | 3 | |  | |  |  | | --- | --- | | 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](http://catalog.wku.edu/search/?P=TCHL%20560), 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. |  | | Total Hours | 31-37 |  |  |  | | --- | --- | | 1 | [TCHL 545](http://catalog.wku.edu/search/?P=TCHL%20545) and [TCHL 555](http://catalog.wku.edu/search/?P=TCHL%20555) are required for all students or the student must pass proficiency evaluations for these courses. [TCHL 500](http://catalog.wku.edu/search/?P=TCHL%20500), [TCHL 530](http://catalog.wku.edu/search/?P=TCHL%20530), [TCHL 559](http://catalog.wku.edu/search/?P=TCHL%20559), and [TCHL 560](http://catalog.wku.edu/search/?P=TCHL%20560) are required for all students, and there are no proficiency evaluations that may be substituted for these courses. | | 2 | Students must submit a passing score on the Praxis II prior to enrollment in [SPED 595](http://catalog.wku.edu/search/?P=SPED%20595) and should take [SPED 595](http://catalog.wku.edu/search/?P=SPED%20595) 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. |   ***Program Completion Requirements***   * Students must successfully complete [TCHL 560](http://catalog.wku.edu/search/?P=TCHL%20560) (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. | |  | | | **Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)**  The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.   1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate1 in LBD or another certifiable area, 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 GPA2 for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate1 in LBD or another certifiable area, 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 GPA2 for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate1 in ~~LBD or another~~ any certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.  |  |  | | --- | --- | | 1 | 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. |   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 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or  higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical  Writing score of 3.5 or higher. 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. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application.  GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.  **Program Requirements (31-37 hours)**   |  |  |  | | --- | --- | --- | | Teacher Leader Professional Education Core Courses | |  | | [TCHL 500](http://catalog.wku.edu/search/?P=TCHL%20500) | Foundations of Teacher Leadership | 3 | | [TCHL 530](http://catalog.wku.edu/search/?P=TCHL%20530) | Curriculum Development | 3 | | [TCHL 545](http://catalog.wku.edu/search/?P=TCHL%20545) | Classroom Instruction Strategies 1 | 3 | | [TCHL 555](http://catalog.wku.edu/search/?P=TCHL%20555) | School and Classroom Assessment 1 | 3 | | [TCHL 559](http://catalog.wku.edu/search/?P=TCHL%20559) | Action Research Design for Teacher Leaders | 1 | | [TCHL 560](http://catalog.wku.edu/search/?P=TCHL%20560) | Action Research Capstone for Teacher Leaders | 3 |  |  |  | | --- | --- | | 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](http://catalog.wku.edu/search/?P=TCHL%20560), 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.   |  |  |  | | --- | --- | --- | | Core Specialization Component for all students in the LBD Teacher Leader Program  9 hours | |  | | [SPED 530](http://catalog.wku.edu/search/?P=SPED%20530) | Advanced Assessment Techniques | 3 | | [SPED 630](http://catalog.wku.edu/search/?P=SPED%20630) | Special Education Law and Finance | 3 | | [SPED 595](http://catalog.wku.edu/search/?P=SPED%20595) | Advanced Preparation Capstone for Special Education 2 | 3 |   Graduates will select one of three pathways based on prior degrees.   1. Certification Pathway for those holding Prior LBD Certification : 12 Hours Advanced   Required (3):   * LTCY 527 Literacy Learning and Cultural Differences (3)   Electives 9 credits:   * SPED 531 Advanced Prescriptive Teaching 3 FBE\* * PSY 540 Behavior Problems of Childhood and Adolescence 3 * GTE 536 Nature and Needs of Gifted, Creative, and Talented Students 3 FBE\* * IECE 520 Organizing PGMS/IECE 3 * ELED 571 Leadership, Math & Tech Ed 3 * LME 535 Survey of Educational Technology Practices 3  1. Certification Pathway for those holding Prior MSD Certification; Select 12 Hours Advanced  * SPED 533 Seminar: Curriculum in LBD 3 FBE\* * SPED 531 Advanced Prescriptive Teaching 3 FBE\* * LTCY 527 Literacy Learning and Cultural Differences 3 FBE\* * GTE 536 Nature and Need of Gifted, Creative, and Talented Students 3 FBE\* * EDU 522 Fundamentals of Differentiated Instruction 3 FBE\* * LME 535 Survey of Educational Technology Practices 3 * SPED 517 Transitional Services for Individuals with Disabilities 3 FBE\*   Optional elective: Teacher Candidates may take SPED 534: Seminar: Research in Special Education on the suggestion of advisor if it is appropriate for future educational and career goals – this will add an additional 3 hours to the required 37 hour program.   1. Pathway for those holding certification in any area other than Exceptional Education LBD or MSD certification: 15 Hours Initial Certification  * SPED 517 Transitional Services for Individuals with Disabilities 3 FBE\* * SPED 518 Seminar: Contemporary Challenges in Special education 3 * SPED 532 Families, Professionals, and Exceptionalities 3 FBE\* * SPED 533 Seminar: Curriculum in LBD 3 FBE\* * SPED 531 Advanced Prescriptive Teaching 3 FBE\*     \*FBE: Field Based Requirement  Note: Deficiency Requirement: Teacher candidates who enter the program without having completed a previous introductory exceptional education (special education) course must take SPED 516: Exceptional Child: Perspectives and Issues. This will add an additional 3 hours to the required total program hours  Total Hours: 34-40 |  |  |  |  | | --- | --- | | 1 | [TCHL 545](http://catalog.wku.edu/search/?P=TCHL%20545) and [TCHL 555](http://catalog.wku.edu/search/?P=TCHL%20555) are required for all students or the student must pass proficiency evaluations for these courses. [TCHL 500](http://catalog.wku.edu/search/?P=TCHL%20500), [TCHL 530](http://catalog.wku.edu/search/?P=TCHL%20530), [TCHL 559](http://catalog.wku.edu/search/?P=TCHL%20559), and [TCHL 560](http://catalog.wku.edu/search/?P=TCHL%20560) are required for all students, and there are no proficiency evaluations  that may be substituted for these courses. | | 2 | Students must submit a passing  score on the Praxis II prior to enrollment in [SPED 595](http://catalog.wku.edu/search/?P=SPED%20595) and  should take [SPED 595](http://catalog.wku.edu/search/?P=SPED%20595) 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. |   ***Program Completion***  ***Requirements***   * Students must successfully complete [TCHL 560](http://catalog.wku.edu/search/?P=TCHL%20560) (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. |

**4. Rationale:** The faculty in special education is revising the program for MAE LBD to include pathways for those already certified in LBD, MSD, and any other certification area. Applicants who are accepted into this program are receiving additional or advance certification in Learning and Behavior Disorders. The Education Professional Standards Board (EPSB) requires that distinction be made in our coursework depending on the type of certification the applicant already holds.

**5. Proposed term for implementation: Spring 2017**

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | **04/15/2016** |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/2016** |
| Graduate Council |  |
| University Senate |  |

Proposal Date:

**College of Education and Behavioral Sciences**

**School of Teacher Education**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: S. Kay Gandy, kay.gandy@wku.edu, 5-2991

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: EDU 540
  2. Course title: Place-Based Social Studies
  3. Abbreviated course title: Place-Based Social Studies  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3 Variable credit (no)
  5. Grade type: standard letter grade
  6. Prerequisites/corequisites: none
  7. Course description: Place-based social studies is based on the process of using the local community and environment as a starting point to teach concepts in civics, history, economics, and geography. This approach will help students develop stronger ties to their community, enhance students’ appreciation for the natural world, and create a heightened commitment to serving as active, contributing citizens. This course was designed to provide a knowledge and application base for research related to the teaching of Social Studies in particular through the use of Main Streets. Student will learn how events and processes close to home relate to regional, national and global events. This course is designed to accommodate teachers in grades P-12 and non-formal educators.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course will be one of four courses required for a Place-Based Learning teaching certificate.
  2. Projected enrollment in the proposed course: 15
  3. Relationship of the proposed course to courses now offered by the department: ELED 507 Advanced Social Studies Methods introduces concepts and objectives, classroom organization for instruction, current strategies in teaching social studies content, and materials available. SEC 538 Seminar in Social Studies Education covers newer concepts in curriculum and methods of instruction as well as current research in social studies. Neither course provides integration of the community as the source of assignments. ENVE 560 Investigating and Evaluating Environmental Issues gives attention to the identification and evaluation of specific environmental issues, leading to possible service action projects. This course focuses only on the environment.
  4. Relationship of the proposed course to courses offered in other departments: GEOL 415G stresses the application of geologic knowledge to specific environmental situations. SRSC 520 Community-based Research Methods introduces action research across different disciplines that apply sustainable, community-based problem solving.
  5. Relationship of the proposed course to courses offered in other institutions: I haven't found any similar courses.

**3. Discussion of proposed course:**

* 1. Schedule type: Applied Learning
  2. Learning Outcomes:

\* participate in an online learning community

\* integrate various technologies into the social studies curriculum

\* involve students in the local community through social studies

\* use various strategies for integrating social studies instruction with other curricula areas

\* use local Main Streets to teach concepts in civics, history, economics, and geography

* 1. Content outline:

|  |  |
| --- | --- |
| History; Historical Inquiry | Maintaining and transmitting a cultural heritage through preservation and study of historic places; Using places as three-dimensional primary documents; fostering connections to the past; acquainting students with historical resources |
| Civics/Government | Understanding how civic values and institutions are reflected in the physical spaces in which governance is conducted; how local places were the settings for social justice movements; challenging issues in the community |
| Geography | Using places as case studies in which the key concepts of the themes and elements of geography interact; determining why places matter; examining patterns of movement |
| Economics | Using places as case studies of work life, industrial change and commerce; determining how places reflect changing technology and the market industry |
| Globalism | Understanding, significance of place to diverse cultures; exploring international ties to community; discovering the history of habitation and migration in the community; respecting that people operate from multiple perspectives |
| Technology | Using technology to research and present historic places; develop interactive, annotated map of community |
| Assessment | Using a variety of assessment techniques applied to the study of historic places. |

* 1. Student expectations and requirements: field trips to local Main Streets to conduct majority of assignments (e.g., gather historical materials, measure, map, interview, photograph), online discussions from book readings, depict main street through technology, lead service project, examine case studies
  2. Tentative texts and course materials: Poll, Ryan (2012). *Main Street and Empire: The fictional small town in the age of globalization*. Rutgers University Press.

**4. Resources:**

* 1. Library resources: none needed
  2. Computer resources: none needed

**5. Budget implications:**

* 1. Proposed method of staffing: existing faculty will teach course
  2. Special equipment needed: none
  3. Expendable materials needed: none
  4. Laboratory materials needed: none

**6. Proposed term for implementation: Spring 2017**

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

|  |  |
| --- | --- |
| Department/ Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 04/15/2016 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| General Education Committee (if applicable) |  |
| Graduate Council Curriculum Committee |  |
| University Senate |  |

Proposal Date:

**College of Education and Behavioral Sciences**

**School of Teacher Education**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: S. Kay Gandy, kay.gandy@wku.edu, 5-2991

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: EDU 542
  2. Course title: Place-Based Social Studies
  3. Abbreviated course title: Place-Based Social Studies  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3 Variable credit (no)
  5. Grade type: standard letter grade
  6. Prerequisites/corequisites: none
  7. Course description: Place-based social studies is based on the process of using the local community and environment as a starting point to teach concepts in civics, history, economics, and geography. This approach will help students develop stronger ties to their community, enhance students’ appreciation for the natural world, and create a heightened commitment to serving as active, contributing citizens. This course was designed to provide a knowledge and application base for research related to the teaching of Social Studies in particular through the use of Main Streets. Student will learn how events and processes close to home relate to regional, national and global events. This course is designed to accommodate teachers in grades P-12 and non-formal educators.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course will be one of four courses required for a Place-Based Learning teaching certificate.
  2. Projected enrollment in the proposed course: 15
  3. Relationship of the proposed course to courses now offered by the department: ELED 507 Advanced Social Studies Methods introduces concepts and objectives, classroom organization for instruction, current strategies in teaching social studies content, and materials available. SEC 538 Seminar in Social Studies Education covers newer concepts in curriculum and methods of instruction as well as current research in social studies. Neither course provides integration of the community as the source of assignments. ENVE 560 Investigating and Evaluating Environmental Issues gives attention to the identification and evaluation of specific environmental issues, leading to possible service action projects. This course focuses only on the environment.
  4. Relationship of the proposed course to courses offered in other departments: GEOL 415G stresses the application of geologic knowledge to specific environmental situations. SRSC 520 Community-based Research Methods introduces action research across different disciplines that apply sustainable, community-based problem solving.
  5. Relationship of the proposed course to courses offered in other institutions: I haven't found any similar courses.

**3. Discussion of proposed course:**

* 1. Schedule type: Applied Learning
  2. Learning Outcomes:

\* participate in an online learning community

\* integrate various technologies into the social studies curriculum

\* involve students in the local community through social studies

\* use various strategies for integrating social studies instruction with other curricula areas

\* use local Main Streets to teach concepts in civics, history, economics, and geography

* 1. Content outline:

|  |  |
| --- | --- |
| History; Historical Inquiry | Maintaining and transmitting a cultural heritage through preservation and study of historic places; Using places as three-dimensional primary documents; fostering connections to the past; acquainting students with historical resources |
| Civics/Government | Understanding how civic values and institutions are reflected in the physical spaces in which governance is conducted; how local places were the settings for social justice movements; challenging issues in the community |
| Geography | Using places as case studies in which the key concepts of the themes and elements of geography interact; determining why places matter; examining patterns of movement |
| Economics | Using places as case studies of work life, industrial change and commerce; determining how places reflect changing technology and the market industry |
| Globalism | Understanding, significance of place to diverse cultures; exploring international ties to community; discovering the history of habitation and migration in the community; respecting that people operate from multiple perspectives |
| Technology | Using technology to research and present historic places; develop interactive, annotated map of community |
| Assessment | Using a variety of assessment techniques applied to the study of historic places. |

* 1. Student expectations and requirements: field trips to local Main Streets to conduct majority of assignments (e.g., gather historical materials, measure, map, interview, photograph), online discussions from book readings, depict main street through technology, lead service project, examine case studies
  2. Tentative texts and course materials: Poll, Ryan (2012). *Main Street and Empire: The fictional small town in the age of globalization*. Rutgers University Press.

**4. Resources:**

* 1. Library resources: none needed
  2. Computer resources: none needed

**5. Budget implications:**

* 1. Proposed method of staffing: existing faculty will teach course
  2. Special equipment needed: none
  3. Expendable materials needed: none
  4. Laboratory materials needed: none

**6. Proposed term for implementation: Spring 2017**

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

|  |  |
| --- | --- |
| Department/ Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 04/15/2016 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| General Education Committee (if applicable) |  |
| Graduate Council Curriculum Committee |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: April 1, 2016

College, Department: College of Education and Behavioral Sciences, School of Teacher Education

Contact Person: Pamela Petty, [Pamela.petty@wku.edu](mailto:Pamela.petty@wku.edu), 745-2809

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: LTCY 515
  2. Course title: Socio-Cognitive Theories of Comprehension
  3. Abbreviated course title: Socio-Cog Theories of Compreh  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): No
  6. Repeatable (yes or no) for total of \_0\_\_ hours:
  7. Grade type: Standard Letter Grade
  8. Prerequisites: Admission to the Graduate School
  9. Corequisites: None
  10. Course description: A study of cognitive, linguistic, and sociocultural factors that affect reading, including native language, how reading works, and how people make sense of print by viewing the reading process from various theoretical stances.
  11. Course equivalency: None

**2. Rationale:**

* 1. Reason for developing the proposed course:

This course addresses a need for a theoretical course in the cognitive processes of reading at the graduate level. Educational programs of study can use this course to enhance their students’ understanding of the cognitive processes of reading with expected interest in elementary, middle, secondary, special education programs, adult education, and ESL programs of study. The community at large has an interest in learning more about how the brain processes reading and makes sense of print, either for themselves and their own personal growth or for a child or other struggling reader with whom they may work. This course will be available to serve as a restricted elective in a variety of graduate programs.

* 1. Relationship of the proposed course to other courses at WKU:

There are a number of graduate-level literacy courses offered at WKU. All current graduate literacy courses fall within the Masters of Arts in Education (MAE) Literacy Education program, the Certificate of Literacy in Post-Secondary Settings, or service courses within the Masters of Arts in Teaching (MAT). The MAE in Literacy Education at WKU focuses on the practitioner-based instructional practices of teaching, assessing, and providing intervention for all readers.

The Certificate in Post-Secondary Settings is specific for non-certified teachers who teach reading or aspire to teach reading at the post-secondary level.

Additionally, the existing literacy courses are for classroom teachers, are approved by the EPSB, and are part of programs of study that lead to Masters level (Rank changes) in Kentucky. The students who take those courses are currently certified teachers or are working on certification to teach in Kentucky. The proposed course is appropriate as a restricted elective in certain educational programs, but is also designed for a broader audience of learners who desire to understand their own and others’ cognitive processes related to decoding, comprehending, and interacting with print in a variety of formats.

**PSY 511 Psychology of Learning** (3 hours) involves cognitive processing, but focuses more on “Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation” (WKU Graduate Catalog). The proposed course narrows the focus from learning in general to cognitive processes involved in reading.

**3. Discussion of proposed course:**

* 1. Schedule type: L (Lecture)
  2. Learning Outcomes:

Graduate students will:

1. Compare and contrast major theories of literacy and reading processes and their connections to research;
2. Define and demonstrate knowledge of reading processes and how language and culture influence these processes;
3. Analyze the role of linguistic, sociological, cultural, cognitive, and psychological bases in the reading process;
4. Identify and interpret key theories for how people interpret complex print;
5. Explain the role of background knowledge in each theory of reading;
6. Respond to varied theoretical perspectives and scientific research in relation to their own literacy growth and/or to aid literacy growth in others;
7. Formulate personal responses to the techniques they utilize as they process print in their first or second languages;
   1. Content outline:

* Introduction—Perception, Illusions, Seeing, and Believing. Iser, Wolfgang. "The Reading Process: A Phenomenological Approach." In *The Critical Tradition*, pp. 1002-14. <http://www.yovisto.com/video/21434>
* The Complex Processes of Reading: The Grand Illusion in Reading
* Cognitive Processing: Reading with Our Brains
* Deep Comprehension and Schema: Making Sense: Putting Together What We Know About Reading
* Vocabulary Growth and Use: Words on Words and Wording
* Sound-Symbol Relationship: The Visible Level of Written Language: The Graphophonic Relations
  1. Student expectations and requirements:

Student expectations and course requirements may include such activities as directed and reflective readings, group discussions based on active reading assignments, metacognitive analysis papers, and conducting presentations of critical concepts. All assignments will be evaluated and will contribute to the final grade in the course.

* 1. Tentative texts and course materials:

Goodman, K., Fries, P.H., & Strauss, S.L. (2016). *Reading – The grand illusion: How and why people make sense of print*. NY: Routledge.

Iser, Wolfgang. "The Reading Process: A Phenomenological Approach." In *The Critical Tradition*, pp. 1002-14. <http://www.yovisto.com/video/21434>

**4. Budget implications:**

* 1. Proposed method of staffing: Existing

4.2 Special equipment, materials, or library resources needed: None

**5. Term for implementation: Spring 2017**

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 04/15/2016 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: SPED 501
  2. Course title: Introduction to Applied Behavior Analysis
  3. Abbreviated course title: Intro ABA (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): no

1.6 Repeatable (**yes** or no) for total of \_\_3\_ hours:

1.7 Grade type: Standard letter grade

1.8 Prerequisites: none

1.9 Corequisites: none

1.10 Course description: This course provides an introduction to the concepts, theories and principles of applied behavior analysis. The focus is on the conceptual and scientific foundations of behavior.

1.11 Course equivalency: PSY 511, *Psychology of Learning*

**2. Rationale:**

* 1. Reason for developing the proposed course: This course will provide foundational knowledge for students on the role of behavior in applied settings. This course is intended for any candidate who meets program admission requirements and intends to pursue in-depth study on behavior in applied settings.
  2. Relationship of the proposed course to other courses at WKU: PSY 511 *Psychology of Learning* is a course that prospective candidates can take in lieu of SPED 501. The program requirements to be accepted into the Psychology program are more rigorous than for the certificate program excluding many students. However, if students meet Psychology department PSY 511 would be accepted in lieu of SPED 501.

**3. Discussion of proposed course:**

* 1. Schedule type: Lecture/lab
  2. Learning Outcomes: The learning outcomes and content are aligned with the standards for the Learned Society and can be found here (http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets).
* Describe and understand the basic principles of behaviorism, applied behavior analysis, and operant conditioning.
* Understand how to increase behaviors through processes such as differential reinforcement, shaping, chaining, and self-management techniques.
* Understand how to decrease behaviors through processes such as time-out, punishment, and extinction.
* Understand the role of environmental factors in the occurrence of behavior.
* Understand and identify the possible functions of behavior
  1. Content outline:
* Theory and history of behaviorism and applied behavior analysis
* Basic principles of operant and respondent conditioning
* Principles of how to change behaviors, such as reinforcement, extinction and punishment
* The role of environmental variables of behavior
* Theories and methodologies of teaching and learning (ASCI3 K2)
* Identify and use the research literature to resolve issues of professional practice (ASCI4 S3)
  1. Student expectations and requirements: Candidates will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on the acquisition of basic principles and concepts, so candidates will be expected to take four quizzes and one final exam. Additional projects in the form of discussion board posts, papers, and reflections may also be required.
  2. Tentative texts and course materials:

Cooper, J. O., Heron, T.E. & Heward, W. L. (2007). *Applied behavior analysis*

(2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty will teach summer or winter term for SPED 501 or the current listed offering of PSY 511

4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

**5. Term for implementation:** Spring 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 12/09/15 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270) 745-5422

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: SPED 502
  2. Course title: Positive Behavior Supports
  3. Abbreviated course title: Pos Beh Sup  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): no
  6. Repeatable (**yes** or no) for total of \_\_3\_ hours:
  7. Grade type: Standard letter grade
  8. Prerequisites: SPED 501 of PSY 511
  9. Corequisites: none
  10. Course description: This class will focus on methods and models of positive behavior management in group settings for school-aged learners.
  11. Course equivalency: PSY 519 *Psychological Perspectives on Classroom Behavior*

**2. Rationale:**

* 1. Reason for developing the proposed course: This course will provide candidates with strategies they can implement in classroom-type settings to improve behavioral outcomes. Positive classroom management skills are listed as one of the most desired and needed skills desired by area schools. This course will help candidates learn the skills to be successful in these environments
  2. Relationship of the proposed course to other courses at WKU: PSY 519, *Psychological Perspectives on Classroom Behavior* is a course that prospective candidates can take in lieu of SPED 502 if they meet the more rigorous enrollment requirements for the Psychology Department for their graduate programs.

**3. Discussion of proposed course:**

* 1. Schedule type: Lecture/Lab
  2. Learning Outcomes: The learning outcomes and content are aligned with the standards for the Learned Society and can be found here (http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets).
* Identify and describe the current models of classroom management at local, state, and national levels.
* Identify specific classroom management techniques to improve behavior, such as group contingencies, token economies, behavior contracts, and self-monitoring.
* Identify evidence-based practices to improve classroom management.
* Distinguish between school-wide, class-wide, and individual behavior strategies.
  1. Content outline:
* Effects of the cultural and environmental milieu of the child and the family on behavior and learning (ASCI K1)
* Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences (ASCI S1)
* Developmentally appropriate strategies for modifying instructional methods and the learning environment (ASCI 3 K6)
* Specific procedures for increasing desired behaviors, such as token economies, behavior contracts, group contingencies, and preference and choice
* Specific procedures for decreasing undesired behaviors, such as time-out, restraint, and extinction
  1. Student expectations and requirements: Candidates will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying and understanding various classroom management techniques, so candidates will be assessed through research papers, cases study analyses and short answer assignments.
  2. Tentative texts and course materials:

Hall, J. A., & Scheurmann, B. K. (2012) *Positive behavioral supports for the*

*classroom* (2nd ed).

Kerr, M. M & Nelson, C. M. (2006). *Strategies for addressing behavior problems*

*in the classroom.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Vitto, D. (2003). *Relationship-driven classroom management.* Thousand Oaks,

CA: Corwin Press, Inc.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty in summer or winter term for SPED 502
  2. Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

**5. Term for implementation:** Winter, 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 12/09/15 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: SPED 503
  2. Course title: Behavior Assessment
  3. Abbreviated course title: Beh Assess  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): no
  6. Repeatable (**yes** or no) for total of \_\_3\_ hours:
  7. Grade type: Standard letter grade
  8. Prerequisites: SPED 501 of PSY 511
  9. Corequisites: none
  10. Course description: This class will focus on how to accurately define, assess and measure behavior and learn how to conduct a function-based assessment.
  11. Course equivalency: There are currently no equivalent courses.

**2. Rationale:**

* 1. Reason for developing the proposed course: When trying to promote positive behavior change, a key component of doing so is to accurately define and record data. The gold standard in the field of education and behaviorism is to conduct a function-based assessment (FBA). This course will address the different skills necessary to collect and analyze data and use these data to conduct an FBA.
  2. Relationship of the proposed course to other courses at WKU: There are currently no other courses that have an extensive focus on behavior measurement.

**3. Discussion of proposed course:**

* 1. Schedule type: Lecture/lab
  2. Learning Outcomes: The learning outcomes and content are aligned with standards for the Learned Society and can be found here (http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets)
* Understand different data collection methods used when measuring behavior such as frequency, rate, latency, duration, and inter-response time.
* Develop a visual representation of the collected data (i.e. graph).
* Understand the key steps needed to take to conduct an FBA
* Conduct an FBA and write recommendations
  1. Content outline:
* Variety of methods for assessing and evaluating the performance of individuals with exceptionalities (ASCI1 K2)
* Evaluate an individual’s success in the general education curriculum (ASCI1 K4)
* Report the assessment of individual’s performance and evaluation of instructional programs (ASCI1 S4)
* Use a variety of data collection methods, such as frequency, duration, rate and latency recording
* Visually represent data in tables or graphs
* Learn the steps of a functional-behavior assessment, including direct observation, interview, and manipulation of environmental variables
* Design and use methods for evaluating existing programs (ASCI 1 S1)
  1. Student expectations and requirements: Students will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This class will focus on the development of FBAs, so the student will be expected to work with a child with behavior problems and conduct an FBA and write up general recommendations.
  2. Tentative texts and course materials:

Cipani, E, & Schock, K.M. (2010). *Functional behavioral assessment, diagnosis, and treatment* (2nd ed.). Springer Publishing Company.

**4. Budget implications:**

**4.1** Proposed method of staffing: Existing faculty from special education in summer or winter term

4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

**5. Term for implementation:** Winter, 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 12/09/15 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: SPED 504
  2. Course title: Effective Instruction to improve behavior
  3. Abbreviated course title: Eff Inst  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): no
  6. Repeatable (**yes** or no) for total of \_\_3\_ hours:
  7. Grade type: Standard letter grade
  8. Prerequisites: SPED 501 of Psy 511
  9. Corequisites: none
  10. Course description: This course examines how evidence-based instructional practices can be used to improve academics, social skills, functional skills, and behaviors.
  11. Course equivalency: none

**2. Rationale:**

* 1. Reason for developing the proposed course: Delivering high quality instruction has an positive effect on desired classroom or small group behavior. The more effective the teaching, the less likely there will be problem behavior. This course will provide candidates with the skills to identify and prepare evidence-based instruction. This course will focus on teaching principles and pedagogies that result in good classroom management.
  2. Relationship of the proposed course to other courses at WKU: There are not other courses that focus on the direct relationship between instruction and behavior. There are courses that focus on quality instruction in specific areas. For example, SPED 535, Curriculum for individuals with moderate to severe disabilities**,** teaches high quality instruction for students multiple and severe disabilities and SPED 533, Seminar: Curriculum for learning and behavior disorders, teaches high quality instruction for students with mild disabilities, but no course covers general learners and the relationship between quality instruction and behavior.

**3. Discussion of proposed course:**

* 1. Schedule type: Lecture/Lab
  2. Learning Outcomes: The learning outcomes and content are aligned with standards for the Learned Society and can be found here (http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets)
* Identify evidence-based practice and curricula that are high quality and can be used for students with behavior problems.
* Identify teacher behavior associated with good classroom management, such as providing opportunities to respond, scaffolding instruction, and using assessment to drive instruction.
* Learn the process of developing and implementing Individual Educational Programs and goals specifically addressing behavioral concerns
* Understand the cultural and environmental milieu of the child and family on behavior and learning
* Identify methods for adapting and modifying existing curriculum
  1. Content outline:
* How to identify and interpret of evidence-based practices in education
* Specific evidence-based practices, opportunities to respond, scaffolding, differentiation, and quality curricula (ASCI4 K1).
* Improve current instructional programs using principles of curriculum development and modification (ASCI3 S3).
* Incorporate essential components into individualized education plans (ASCI3 S3).
* Connect educational standards to specialized instruction (ASCI3 S2)
* Roles of educators in integrated settings (ASCI7 K2)
* Collaborate to enhance opportunities for learners with exceptionalities (ASCI 7 S1).
  1. Student expectations and requirements: Candidates will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying evidence-based instructional practices. Candidates will be expected to write research papers, engage in blackboard discussions, and create a teaching portfolio. The candidate will also be expected to find a classroom-type setting during which he/she can practice some of the instructional techniques being discussed.
  2. Tentative texts and course materials:

Marzano, R. J., Pickering, D. J., Pollock, J. E. (2001). *Classroom Instruction that*

*Works: Research based strategies for increasing student achievement.* Alexandria, VA: ASCD.

**4. Budget implications:**

* 1. Proposed method of staffing: Existing faculty from special education in summer or winter term

4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

**5. Term for implementation:** Winter, 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 12/09/15 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**Create a New Course**

**(Action)**

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270)745-5422

**1.** **Proposed course:**

* 1. Course prefix (subject area) and number: SPED 505
  2. Course title: Ethics Surrounding Behavior Issues
  3. Abbreviated course title: Ethics beh  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3
  5. Variable credit (yes or no): no
  6. Repeatable (**yes** or no) for total of \_\_3\_ hours:
  7. Grade type: Standard Letter grade
  8. Prerequisites: SPED 501 or Psy 511
  9. Corequisites: none
  10. Course description: This course examines legislation, regulations, court decisions, and ethical standards that impact practice in schools and other agencies for school-age learners.
  11. Course equivalency: none

**2. Rationale:**

* 1. Reason for developing the proposed course: All individuals who address behavior issues must be well trained in the ethical mandates as determined by the law, court cases and standards created by learned societies. This course is structured around the professional and ethical guidelines candidates must follow if they actively address behavior issues with children. It also addresses how to collaborate with families and other professionals in the field to create safe environments and document interventions.
  2. Relationship of the proposed course to other courses at WKU: There are no other courses that focus behavioral ethics exclusively for school-aged children.

**3. Discussion of proposed course:**

* 1. Schedule type: Lecture/Lab
  2. Learning Outcomes. The learning outcomes and content are aligned with standards for the Learned Society and can be found here (http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets).
* Describe and understand the guidelines for ethical behavior from organizations associated with school-age learners.
* Apply the guidelines of ethical behavior to functional-based assessments, instructional principles, classroom teaching, and collaboration.
* Demonstrate best practices for documenting intervention systems
  1. Content outline:
* Examine the ethical guidelines from national organizations such as the National Association of School Psychologists, Association of Behavior Analysis International, and American Psychological Association (ASCI6 K1)
* Legal rights and responsibilities of individuals, staff, parents/guardians (ASCI6 K2)
* Human rights of individuals with exceptionalities and their families (ASC16 A3)
* Use of ethical and legal discipline strategies (ASCI6 S3)
* Read and understand national and state regulations regarding the use of punishment, seclusion and restraint (ASCI5 K5)
* Promote a free appropriate education in the least restrictive environment (ASCI5 S1)
  1. Student expectations and requirements: Students will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying evidence-based instructional practices. Students will be expected to write research papers, engage in case study analyses, and complete short answer exams.
  2. Tentative texts and course materials:

Most assignments for this course will be scholarly articles.

**4. Budget implications:**

**4.1** Proposed method of staffing: Existing faculty from special education in summer or winter term

4.2 Special equipment, materials, or library resources needed: No special equipment, materials,

or library resources will be needed. Current library resources are adequate.

**5. Term for implementation:** Winter, 2017

**6. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 12/09/15 |
| College Curriculum Committee | 05/03/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**Certificate Program - Create New**

**(Action)**

Date: November 13, 2015

College: College of Education and Behavior Sciences

Department: School of Teacher Education/ Department of Special Education

Contact Person: Christina Noel, [christina.noel@wku.edu](mailto:christina.noel@wku.edu), (270) 745-4255

**1. Identification of program:**

* 1. Program title: Advanced Behavior Management Certificate
  2. Required hours: 15
  3. Program Description: This certificate program offers five courses that specialize in behavior management techniques for school-aged children. Through the progression of the courses, candidates will learn how to define and assess problem behaviors, and develop evidence-based interventions to decrease problem behaviors and increase prosocial behaviors. This certificate is appropriate for anyone working in a P-12 setting and may include classroom teachers, school counselors, speech pathologists, occupational therapists, paraprofessionals, and other school related personnel. It may also be beneficial to parents, camp counselors, and after-school personnel.
  4. Classification of Instructional Program Code (CIP): 42.2814

**2. Learning outcomes of the proposed certificate program:** The learning outcomes are aligned with the Council for Exceptional Children’s Emotional and Behavior specialty standards. These standards best address overall behavior issues and are supported by evidenced-based practices appropriate for all school-aged students with behavioral issues. The learning outcomes are separated by knowledge, preparation, and skills. Standards for the Learned Society can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).

# CEC Advanced Preparation Standard 1 Assessment

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| Knowledge and Skills |

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| ASCI1 K1 | Evaluation process and determination of eligibility. |
| ASCI1 K2 | Variety of methods for assessing and evaluating the performance of individuals with exceptionalities. |
| ASCI1 K3 | Strategies for identifying individuals with exceptionalities |
| ASCI1 K4 | Evaluate an individual’s success in the general education curriculum. |

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| ASCI1 S1 | Design and use methods for assessing and evaluating programs. |
| ASCI1 S2 | Design and implement research activities to examine the effectiveness of instructional practices. |
| ASCI1 S3 | Advocate for evidence based practices in assessment. |
| ASCI1 S4 | Report the assessment of individuals’ performance and evaluation of instructional programs. |

# CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes

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| Knowledge and Skills |

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| ASCI3 K1 | Effects of the cultural and environmental milieu of the child and the family on behavior and learning. |
| ASCI3 K2 | Theories and methodologies of teaching and learning, including adaptation and modification of curriculum. |
| ASCI3 K3 | Continuum of program options and services available to individuals with exceptionalities. |
| ASCI3 K4 | Prereferral intervention processes and strategies. |
| ASCI3 K5 | Process of developing Individual Educational Programs (IEP). |
| ASCI3 K6 | Developmentally appropriate strategies for modifying instructional methods and the learning environment. |

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| --- | --- |
| ASCI3 S1 | Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences |
| ASCI3 S2 | Connect educational standards to specialized instructional services. |
| ASCI3 S3 | Improve instructional programs using principles of curriculum development and modification, and learning theory. |
| ASCI3 S4 | Incorporate essential components into individualized education plans |

# CEC Advanced Preparation Standard 4 Research & Inquiry

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| Knowledge |

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| --- | --- |
| ASCI4 K1 | Evidence-based practices validated for specific characteristics of learners and settings. |

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| --- | --- |
| ASCI4 S1 | Identify and use the research literature to resolve issues of professional practice. |
| ASCI4 S2 | Evaluate and modify instructional practices in response to ongoing |
| ASCI4 S3 | Use educational research to improve instruction intervention strategies, and curricular materials. |

# CEC Advanced Preparation Standard 5 Leadership and Policy

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| Knowledge and Skills |

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| ASCI5 K1 | Needs of different groups in a pluralistic society. |
| ASCI5 K2 | Evidence-based theories of organizational and educational leadership. |
| ASCI5 K3 | Emerging issues and trends that potentially affect the school community and the mission of the school. |
| ASCI5 K4 | Federal and State education laws and regulations. |
| ASCI5 K5 | Current legal, regulatory, and ethical issues affecting education. |
| ASCI5 K6 | Responsibilities and functions of school committees and boards |

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| --- | --- |
| ASCI5 S1 | Promote a free appropriate public education in the least restrictive |
| ASCI5 S2 | Promote high expectations for self, staff, and individuals with exceptionalities |
| ASCI5 S3 | Advocate for educational policy within the context of evidence-based practices. |
| ASCI5 S4 | Mentor teacher candidates, newly certified teachers and other colleagues. |

# CEC Advanced Preparation Standard 6 Professional and Ethical Practice

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| Knowledge and Skills |

|  |  |
| --- | --- |
| ASCI6 K1 | Legal rights and responsibilities of individuals, staff, and parents/guardians. |
| ASCI6 K2 | Moral and ethical responsibilities of educators. |
| ASCI6 K3 | Human rights of individuals with exceptionalities and their families. |

|  |  |
| --- | --- |
| ASCI6 S1 | Model ethical behavior and promote professional standards |
| ASCI6 S2 | Implement practices that promote success for individuals with exceptionalities |
| ASCI6 S3 | Use ethical and legal discipline strategies. |
| ASCI6 S4 | Disseminate information on effective school and classroom practices. |
| ASCI6 S5 | Create an environment which supports continuous instructional improvement. |
| ASCI6 S6 | Develop and implement a personalized professional development plan. |

|  |  |
| --- | --- |
| ASCI7 S1 | Collaborate to enhance opportunities for learners with exceptionalities. |
| ASCI7 S2 | Apply strategies to resolve conflict and build consensus. |

**3. Rationale:**

* 1. Reason for developing the proposed certificate program: Problem behaviors in schools have consistently been identified as a key concern for school districts with teachers and school personnel often requesting assistance on issues related to behavior and classroom management (Rose & Gallup, 2005). The results from the TELL Kentucky: Teaching, Empowering, Leading and Learning survey on Teacher Retention (2013) show, *managing student conduct* was a key factor in middle grade Kentucky teachers on whether or not they would stay in the profession. Across the state and country, many programs designed to explicitly address behavior management are found in special education or psychology programs, thus inadvertently excluding general education teachers and related services professionals. The proposed fifteen-credit course sequence will provide high quality instruction in behavior management strategies for school-aged children across multiple settings. A workforce more prepared to effectively implement positive behavior strategies will likely improve personnel retention, safety in school and other settings, and lead to positive child outcomes.
  2. Relationship of the proposed certificate program to other programs now offered by the department: The proposed certificate program will be an expansion of the programs taught within the special education department. It will allow candidates to have a more in-depth study of positive behavior strategies and will be open to candidates with a variety of educational backgrounds. Currently, there are no existing programs of this type in the department. The courses will be taught by existing faculty members and will be offered in the summer and winter terms.
  3. Relationship of the proposed certificate program to certificate programs offered in other departments: The Psychology department in the College of Education and Behavior Sciences (CEBS) offers courses examining student behavior, but does not have a certificate similar to that which we are proposing. The Psychology Department was invited to share courses that candidates may take to in their department that would correspond with the courses in the certificate program. Two courses could be cross listed PSY 511, *Psychology in Learning* and PSY 519, *Psychological Perspectives on Classroom Behavior*. The Psychology department does not offer a similar certificate program. We examined other programs in CEBS, College of Health and Human Services, and Ogden College to determine whether there were any similar programs existing in other departments and there are not.
  4. Projected enrollment in the proposed certificate program: Based on inquiries, we anticipate enrollment of 15-20 candidates per year. The interest level in the courses, as indicated by WKU student teachers and first year teachers, indicates that this number will increase over the next several years.
  5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): University of Louisville has a Master’s degree program to be a licensed behavior analyst, which requires eight courses and a 1500 hour practicum. The WKU program will be for individuals not wishing to become a licensed behavior analyst, but still interested in pursuing coursework in behavior management. Other colleges in Kentucky and across the United States provide behavior management coursework, but house it within a special education or psychology department, thus limiting it to people in those majors (University of Kentucky, Vanderbilt University, University of the Cumberlands). This certificate is unique within our Service Area.
  6. Relationship of the proposed certificate program to the university mission and objectives: *Western Kentucky University (WKU) prepares candidates of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.* The proposed certificate program is in response to an identified area of need in our state and community and will allow our candidates to be more successful and productive in their chosen fields. Additionally, *WKU enriches the quality of life for those within its reach* and this certificate program will result in higher quality professionals staffing schools and community programs. This is a socially responsive service to our state as well as to our children. Ultimately, the children of the Commonwealth benefit.

WKU’s Quality Enhancement Plan (QEP) states the need to help candidates develop the skills to marshal evidence in support of their point of view, and communicate their ideas clearly and persuasively.  We will do this by targeting three key areas, evidence-gathering, sense-making, and argumentation. These goals correspond to the goals of the proposed certificate, because through the proposed coursework, candidates will systematically learn necessary content (evidence-gathering), apply this content to their school-aged child environments (sense-making), and share their knowledge with colleagues, parents, and school leadership (argumentation).

**4. Admission Criteria:**

* Bachelor’s degree or higher
* Cumulative of GPA 2.75 or higher or a 3.0 in their last 30 hours of coursework

**5. Curriculum:**

1. SPED 501 Introduction to Applied Behavior Analysis or Psy 511, *Psychology of Learning* (3 credit hours)
2. SPED 502, Classroom Positive Behavior Supports or Psy 519 *Psychological Perspectives on Classroom Behavior* (3 credit hours)
3. SPED 503 Behavior Assessment (3 credit hours)
4. SPED 504 Effective Instruction to Improve Behavior (3 credit hours)
5. SPED 505 Collaboration and Ethics (3 credit hours)

**6. Budget implications:**

This certificate program will not impact the budget of the Special Education program or the School of Teacher Education. Existing faculty will be utilized to teach the courses during the summer and winter terms. This certificate is to be an expansion of the courses we offer and will fit within the expertise and credentials of our current faculty. Adding this certificate will enhance class enrollment without creating staffing issues.

**7. Term of implementation:**

Spring 2017

**8. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 12/09/15 |
| College Curriculum Committee | 05/03/16 |
| Office of Academic Affairs (if ≥18 hour program) |  |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |
| Board of Regents |  |

**Certificate Program - Create New**

**(Action)**

Date: April 15, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Persons: S. Kay Gandy, kay.gandy@wku.edu, 5-2991; Jeanine Huss, Jeanine.huss@wku.edu, 5-2293

**1. Identification of program:**

* 1. Program title: Place-Based Education Certificate
  2. Required hours: 12
  3. Program Description: Place-Based Education (PBE) is the process of using the local community and environment as a starting point to teach concepts across the curriculum. PBE connects students to the responsibilities of community stewardship and civic life. This approach uses all aspects of the local environment, including cultural, historical, and socio-political situations and the natural and built environment as the integrating context for learning.
  4. Classification of Instructional Program Code (CIP): 13.1338

**2. Learning outcomes of the proposed certificate program:**

**3. Rationale:**

* 1. Reason for developing the proposed certificate program: To encourage more students to enroll in the graduate programs for the Teacher Leader program, we are proposing a new certificate for P-12 educators because a survey of math, science, environmental, and social studies teachers showed over 90% of respondents were interested in a program that provided PBE. The Kentucky Environmental Literacy Plan, approved by the Kentucky Board of Education in 2011, desires an environmental education educator at each school in Kentucky. This program would provide this. Benefits from PBE programs include, more involvement of communities in the education of students; equal relevance in small towns and big cities, and equal effectiveness for kindergarteners and high schools students. PBE fosters students' connection to place and creates vibrant partnerships between schools and communities by encouraging students to take action in their own backyards and communities. PBE encourages students to become environmental stewards by improving social responsibility and citizenship skills, as well as, communication and leadership skills. Most importantly, by making connections with professionals and community members, teachers open the door for learning and career opportunities for their students.
  2. Relationship of the proposed certificate program to other programs now offered by the department: Within the School of Teacher Education, students can receive a graduate certificate in Environmental Education. Although PBE has its roots in environmental education, it uses the full range of local environments--natural, economic, social, political and cultural--as the foundation for learning.
  3. Relationship of the proposed certificate program to certificate programs offered in other departments: Through Diversity and Community Studies, students can obtain the Global Pathways to Sustainability graduate certificate that prepares professionals working in organizations and institutions to understand the complex environmental and social problems and apply community-based solutions. Students also participate in community-based projects. The certificate offers a multidisciplinary study of the environmental, social, and policy dimensions of sustainability. Through the Geology/Geography department, students can obtain the Master’s degree in Geoscience. It provides advanced professional training for careers as hydrologists, environmental resource managers, city and regional planners, engineering geologists, geophysical and geochemical geologists, meteorologists and climatologists, earth science teachers, Geographic Information Systems (GIS) specialists, consultants in business and industry, and professional educators. The program also provides a scientific foundation for graduate students who plan to continue advanced studies leading to the Ph.D. The proposed certificate specifically targets educators engaging students in their local communities and encompasses more than sustainability or resource management.
  4. Projected enrollment in the proposed certificate program: Based on the interest from the state-wide survey, projected enrollment is 10 per semester
  5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): There are currently no place-based certificates offered in Kentucky. CU Denver School of Education & Human Development offers a Place-based Education certificate that focuses on teachers participating in public lands and parks programs. Most university programs that offer place-based certificates focus on environmental stewardship.
  6. Relationship of the proposed certificate program to the university mission and objectives: This certificate ties in well with the WKU Mission Statement to "prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society." Place-based learning will help students develop stronger ties to their community, enhance their appreciation for the natural world, and create a heightened commitment to serving as active, contributing citizens.

**4. Admission Criteria:** Admission to the Master's program in Education

**5. Curriculum:** Students will take EDU 507/GEOS 507 Geographic Concepts and Skills for Teachers, EDU 540 Place-Based Social Studies, EDU 542 Place-Based Science, and ENVE 520 Introduction to Environmental Education.

**6. Budget implications:** These courses will be offered once per year and will be part of existing faculty load. Two of the four courses are presently offered and included as two professors’ course load. These classes could be taught as biterm courses so a student could finish the certificate in one year.

**7. Term of implementation:** Spring 2017

**8. Dates of committee approvals:**

|  |  |
| --- | --- |
| School of Teacher Education | 04/15/2016 |
| CEBS Curriculum Committee | 05/03/16 |
| Office of Academic Affairs (if ≥18 hour program) |  |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |
| Board of Regents |  |

**Revise a Course**

**(Action)**

Date: March 14, 2016

College, Department: CEBS, School of Teacher Education

Contact Person: Nancy Hulan, [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu), 270-745-4324

**1. Identification of course**

* 1. Course prefix (subject area) and number: LTCY 524
  2. Course title: Content Area Literacy

**2. Proposed change(s):**

2.1 course number:

2.2 course title:

2.3 credit hours:

2.4 grade type:

2.5 prerequisites: LTCY 519 or instructor permission for students enrolled in Literacy MAE program. No prerequisite for other graduate students required.

2.6 6corequisites:

2.7 course description:

2.8 other:

**3. Rationale for revision of course:** A recent mandate (16 KAR 5:060) requires all students receiving initial teacher certification to take a content area literacy course. The removal of the prerequisite for students in this position would allow this course to meet the mandate. Students enrolled in the Literacy MAE will still be required to take LTCY 519 or instructor permission before taking LTCY 524.

**4. Term of implementation:** Spring 2017

**5. Dates of committee approvals:**

|  |  |
| --- | --- |
| Department | 03/18/2016 |
| College Curriculum Committee | 04/05/16 |
| Professional Education Council (if applicable) | **5/11/16** |
| Graduate Council |  |
| University Senate |  |

**PCAL** Proposal Date: February 29, 2016

**Potter College of Arts & Letters**

**Department of Philosophy and Religion**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Eric Bain-Selbo, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu), x5744

**1. Identification of program:**

* 1. Current program reference number: 0446
  2. Current program title: MA in Religious Studies
  3. Credit hours: 35

**2. Identification of the proposed program changes:** Reduction of credit hours from 35 to 32.

**3. Detailed program description:**

|  |  |
| --- | --- |
| Current program | Proposed program |
| |  |  |  | | --- | --- | --- | | Required Courses | |  | | [RELS 500](http://catalog.wku.edu/search/?P=RELS%20500) | Theory and Method in the Study of Religion | 4 | | [RELS 601](http://catalog.wku.edu/search/?P=RELS%20601) | Graduate Seminar in Religious Studies | 4 | | [RELS 601](http://catalog.wku.edu/search/?P=RELS%20601) | Graduate Seminar in Religious Studies | 4 | | [RELS 602](http://catalog.wku.edu/search/?P=RELS%20602) | Thesis and Project Development Seminar | 1 | | [RELS 603](http://catalog.wku.edu/search/?P=RELS%20603) | Thesis and Project Capstone Colloquium | 1 | | Electives | |  | | The student's remaining credit hours may be taken in further [RELS 601](http://catalog.wku.edu/search/?P=RELS%20601) courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments (with consent of adviser) | | ~~21~~ | | Research Tool | |  | | Appropriate language work in the student's area of emphasis is recommended. 1 | |  | | Total Hours | | ~~35~~ | | |  |  |  | | --- | --- | --- | | Required Courses | |  | | [RELS 500](http://catalog.wku.edu/search/?P=RELS%20500) | Theory and Method in the Study of Religion | 4 | | [RELS 601](http://catalog.wku.edu/search/?P=RELS%20601) | Graduate Seminar in Religious Studies | 4 | | [RELS 601](http://catalog.wku.edu/search/?P=RELS%20601) | Graduate Seminar in Religious Studies | 4 | | [RELS 602](http://catalog.wku.edu/search/?P=RELS%20602) | Thesis and Project Development Seminar | 1 | | [RELS 603](http://catalog.wku.edu/search/?P=RELS%20603) | Thesis and Project Capstone Colloquium | 1 | | Electives | |  | | The student's remaining credit hours may be taken in further [RELS 601](http://catalog.wku.edu/search/?P=RELS%20601) courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments (with consent of adviser) | | **18** | | Research Tool | |  | | Appropriate language work in the student's area of emphasis is recommended. 1 | |  | | Total Hours | | **32** | |

**4. Rationale for the proposed program change:** There are two central reasons for this change. First, the reduction in total credit hours frees up more time for students at the end of their program to finish the thesis. Most of our students write a thesis, and finishing the thesis while taking two or more standard courses is difficult (even more so for Graduate Assistants with various course responsibilities). Second, reducing the total credit hours reduces by three hours the number of hours for which they have to pay tuition. In addition, since this change frees up some time during their last semester, they are more likely to finish their thesis on time and avoid having to pay an hour’s worth of tuition for “Maintaining Matriculation” during the summer or even the following fall.

The three hour reduction is coming out of the electives category of the program.

**5. Proposed term for implementation and special provisions (if applicable): 201710**

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

**Religious Studies program March 2, 2016**

|  |  |
| --- | --- |
| Department of Philosophy and Religion | **March 7, 2016** |
| Potter College Curriculum Committee | **April 5, 2016** |
| Graduate Council |  |
| University Senate |  |