

CEBS CURRICULUM COMMITTEE
3:00 pm – February 5, 2008
Dean's Conference Room

I. Approval of Minutes from the December 4, 2007 meeting (Click on Faculty & Staff and then Meeting Minutes and Agendas on the CEBS Web Page)

II. New Business

From the Department of Psychology

1. Revise Course Prerequisites/Corequisites – PSY 562 – Practicum in Psychological Assessment
2. Make Multiple Revisions to a Course – PSY 643 – Psychoeducational Assessment

From the Department of Special Instructional Programs

1. Create a New Course – EXED 199 – The Culture of Disability

From the Department of Curriculum and Instruction

1. Revise Course Prerequisites – MGE 490, Student Teaching
2. Revise Course Prerequisites – SEC 490, Student Teaching

III. Other Business

- For Information—

The Dean's Office has approved a one-time offering for the Spring 2008 semester for the following two courses:

IECE 294, Assessment of Young children
IECE 295, Creating Learning Environments

- For Information—

LTCY 600 Maintain Matriculation – this is a new course that has been created and added to the course inventory

- Two Reports from the Alternate Admissions Subcommittee
- Reminder to be holding elections in your department for new members for the CEBS Curriculum Committee. These names are needed by April in order to be able to elect members to serve on the University Curriculum and the University Senate committees.

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

Contact Person: Elizabeth L. Jones, Elizabeth.jones@wku.edu 745-4414

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSY 562
- 1.2 Course title: Practicum in Psychological Assessment
- 1.3 Credit hours: 1 to 3

2. Current prerequisites/corequisites/special requirements:

Corequisite: PSY 560 or 561. Prerequisite: Permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

Pre- or corequisite: PSY 560. Prerequisite: Permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

The school psychology program requires 6 hours of PSY 562. We continue to want 3 hours of PSY 562 to be a corequisite for PSY 560. However, the second 3 hours of PSY 562 do not need to be at the same time as PSY 561. Removing the PSY 561 corequisite would allow more flexibility in when the PSY 561 and 562 courses could be offered.

5. Effect on completion of major/minor sequence:

The School Psychology program course sequence is under revision based on feedback regarding student needs. The proposed corequisite change will make the re-sequencing possible, to the benefit of the students.

6. Proposed term for implementation:

Fall, 2008

7. Dates of prior committee approvals:

Psychology Department:	<u>11/30/2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Elizabeth L. Jones, elizabeth.jones@wku.edu, 745-4414

1. Identification of course:

- 1.1 **Current course prefix (subject area) and number:** PSY 643
- 1.2 **Course title:** Psychoeducational Assessment
- 1.3 **Credit hours:** 3 hours

2. Revise course title:

- 2.1 **Current course title:** Psychoeducational Assessment
- 2.2 **Proposed course title:** Academic Assessment and Intervention
- 2.3 **Proposed abbreviated title:** Acad Assess & Intervention
- 2.4 **Rationale for revision of course title:**

The proposed title change reflects current terminology used in federal legislation (No Child Left Behind Act of 2001 and Individuals with Disabilities Education Improvement Act of 2004) that regulate practices for assessing academic progress and diagnosing academically relevant disabilities. This title change also reflects the preferred terminology of the learned society that credentials the School Psychology program (National Association of School Psychologists/NCATE). The inclusion of the term “intervention” in the title acknowledges an existing component of the course that the credentialing body expects to be in course descriptions as well as syllabi.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 **Current prerequisites:** PSY 560, 561 and permission of instructor
- 4.2 **Proposed prerequisites:** PSY 560 and permission of instructor
- 4.3 **Rationale for revision of course prerequisites:** Dropping PSY 561 Advanced Assessment in Educational Settings allows for flexibility in scheduling. The content of the two courses is independent. PSY 561 focuses on behavioral assessment (models, methods and procedures) while the focus of the PSY 643 is academic assessment.
- 4.4 **Effect on completion of major/minor sequence:** The School Psychology program course sequence is under revision based on feedback regarding student needs. The proposed pre-requisite change will make possible a change in course sequencing that will benefit students.

5. Revise course catalog listing:

- 5.1 **Current course catalog listing:** Diagnostic instruments and procedures for assessing

educationally-related disabilities. Emphasis on current laws and regulations regarding special education, academic interventions, and Individualized Education Programs. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

5.2 **Proposed course catalog listing:** Diagnostic assessment of academic achievement, progress, and response to intervention using norm based and curriculum based methods. Emphasis on current education laws and regulations and response to intervention models. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

5.3 **Rationale for revision of course catalog listing:** Revisions reflect changes in practice and terminology advocated by the discipline's credentialing body/learned society (National Association of School Psychologists/ NCATE), mandated by federal legislation (No Child Left Behind Act of 2001 and Individuals with Disabilities Education Improvement Act of 2004), and supported in the empirical literature as evidence based practices (e.g., curriculum based assessment, response to intervention). These changes more closely align course content terminology with that of the credentialing body and the regulatory bodies under which school psychologists practice.

6. **Revise course credit hours: N/A**

6.1 **Current course credit hours:**

6.2 **Proposed course credit hours:**

6.3 **Rationale for revision of course credit hours:**

7. **Proposed term for implementation:** Fall 2008

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

Department of Psychology: 11/30/2007

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Janice Ferguson janice.ferguson@wku.edu 56123

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EXED 199
- 1.2 Course title: The Culture of Disability
- 1.3 Abbreviated course title: Culture of Disability
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing:
Diversity of gender, race/ethnicity and socio-economic status is examined within the framework of the culture of disability. For non-education majors.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Increased demand by non-teacher education majors and members of the community for a course in understanding the needs of individuals with disabilities prompted the development of a course that would also address the global outreach of Western Kentucky University. Unlike other courses in the EXED program, the emphasis of the proposed course is on the diversity of cultural perceptions of disability rather than the diversity of learning. Anticipated enrollment includes parents, other family members, and students planning careers in which they will be interacting with individuals with disabilities across the life span.
- 2.2 Projected enrollment in the proposed course:
Based on informal conversations with faculty and students from other programs, the faculty estimates that eventual course enrollment will be 20 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Unlike the proposed course, the focus of EXED 330 Introduction to Exceptional Education: Diversity in Learning is on the education of students with disabilities. Only students majoring in an area of education may take EXED 330 after they have completed prerequisite requirements. The focus of the proposed course is on how the culture of disability interacts with/impacts the individual's culture, specifically addressing the General Education components for diversity with the framework of disability:

- recognizes the contributions of the various world cultures to humanity and identifies the ways in which these cultures are interrelated and interdependent
 - identifies differences and similarities among the world's cultural traditions and social organization.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The proposed course is most similar to COMM 263 Fundamentals of Communication and Culture and FLK 280 Cultural Diversity in the United States. Both of these courses are offered without prerequisites in Category E World Cultures and American Cultural Diversity of the General Education Requirements. CFS 292 Diversity in Early Childhood Programs, designed for Child Studies majors in Family and Consumer Sciences focuses on the diversity with Early Childhood programs and has minimal to no overlap with the content of the proposed course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
The University of Kentucky offers a graduate level two hour course, RC 530 Cultural Diversity in Rehabilitation Counseling that requires instructor permission. Lakehead University in Ontario, Canada offers a different perspective in SOC 4511 Sociology of Disability. Illinois State University has a similar course, Beyond Diversity: Teacher Education for Social Justice for majors in an area of teacher education. The content of the New York City's School for Social Research online course, "Celebrating Differences: Disability and Culture" <http://www.disabilityculture.org/course/guide.htm> has the greatest similarity to the proposed course.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course students will
- identify the major types of disabilities and how each is perceived by a culture
 - demonstrate understanding of how diverse cultures value individuals with disabilities across the life span
 - identify cultural norms that are barriers to individuals' participation in that society
 - have an awareness of the impact of a culture's legal system on the education and assimilation of its individuals with disabilities; and
 - have examined attitudes and beliefs of families and professionals within a culture
- 3.2 Content outline:
- contributions of the various world cultures to humanity
 - ways in which these cultures are interrelated and interdependent

- differences and similarities among the world's cultural traditions and social organization
- disability as a socially constructed concept
- languages and images; handicap vs disability
- culture of disability within the diverse cultures
- images and stereotypes across cultures
- disability and history – a timeline of treatment

3.3 Student expectations and requirements:

Assignments and requirements may include but are not limited to:

- Discussions (either on Blackboard or in class)
- Reading and response to provided materials
- Research on aspects of disability within a culture
- Group/Individual presentations
- Exams in open-response/application format

3.4 Tentative texts and course materials:

Priestley, M. (Ed). (2001). *Disability and the life course: Global perspectives*. Cambridge, UK: Cambridge University Press.

Redman, G.L. (2007). *A casebook for exploring diversity* (3rd ed). Columbus, OH: Pearson.

Winzer, M., & Kasper, M. (1998). *Special education in multicultural contexts*. Columbus, OH: Prentice-Hall.

What We Mean by Disability Culture <http://hometown.aol.com/sbrown8912/>

4. Resources:

- 4.1 Library resources: See attached selected bibliography and library resource sheet
- 4.2 Computer resources: Blackboard, Internet Access

5. Budget implications:

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

6. Proposed term for implementation: Winter, 2009

7. Dates of prior committee approvals:

Department of Special Instructional Programs: 12/12/07

CEBS Curriculum Committee _____

General Education Committee _____

University Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography for ExEd 199

- Barnes, C., Oliver, M., & Barton, L. (2002). *Disability studies today*. Cambridge, UK: Polity Press.
- Crutchfield, S., & Epstein, M. (2000). *Points of contact disability, art, and culture*. Corporealities. Ann Arbor: University of Michigan Press.
- Davis, L. J. (2006). *The disability studies reader*. New York: Routledge.
- Devlieger PJ, Albrecht GL, & Hertz M. (2007). The production of disability culture among young African-American men. *Social Science & Medicine* (1982). 64 (9), 1948-59.
- Hagner, D., & DiLeo, D. (1993). *Working together workplace culture, supported employment, and persons with disabilities*. Cambridge, MA: Brookline Books.
- Ladd, P. (2003). *Understanding deaf culture in search of deafhood*. Clevedon: Multilingual Matters.
- Olkin, R. (1999). *What psychotherapists should know about disability*. New York: Guilford Press.
- Priestley, M. (2001). *Disability and the life course global perspectives*. Cambridge: Cambridge University Press.
- Redman, G. (2007). *A casebook for exploring diversity*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Riddell, S., & Watson, N. (2003). *Disability, culture and identity*. Harlow: Pearson/Prentice Hall.
- Riley, C. A. (2005). *Disability and the media prescriptions for change*. Hanover, NH: University Press of New England.
- Schwarz, P. (2006). *From disability to possibility the power of inclusive classrooms*. Portsmouth, NH: Heinemann.
- Seligman, M., & Darling, R. B. (2007). *Ordinary families, special children a systems approach to childhood disability*. New York: Guilford Press.
- Shapiro, A. H. (1999). *Everybody Belongs: Changing Negative Attitudes toward Classmates with Disabilities*. *Garland Reference Library of Social Science. Critical Education Practice*. RoutledgeFalmer, 29 West 35th Street, New York, NY 10001-2200 (\$95). Tel: 212-216-7800; Fax: 212-643-1430; Web site: <http://www.routledge-ny.com>.
- Shapiro, J. P. (1993). *No pity people with disabilities forging a new civil rights movement*. New York: Times Books.
- Stone, J. H. (2005). *Culture and disability providing culturally competent services*. Thousand Oaks:

SAGE Publications.

Winzer, M. A., & Mazurek, K. (1998). *Special education in multicultural contexts*. Upper Saddle River, N.J.: Merrill.

World Health Organization. (2001). *International classification of functioning, disability and health ICF*. Geneva: World Health Organization.

Zola, I. K. (1982). *Ordinary lives voices of disability & disease*. Cambridge [Mass.]: Apple-wood Books.

Zola, I. K. (1997). *Meaningful relationships moments in time*. Boston, Mass: [The Author].

Zola, I. K. (2004). *Missing pieces a chronicle of living with a disability*. Philadelphia: Temple University Press.

Proposal Date: 01/22/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 5-2615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MGE 490
- 1.2 Course title: Student Teaching
- 1.3 Credit hours: 10

2. Current prerequisites/corequisites:

Prerequisites: Admission to Teacher Education, overall GPA of 2.5 or higher; and completion of the following courses with grades of “C” or higher: MGE 275, EXED 330, MGE methods course(s), LTCY 421 or 444, PSY 421 or 422 and PSY 310.
Corequisite: EDU 489

3. Proposed prerequisites/corequisites:

Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of all professional education courses and content courses with grades of “C” or higher.
Corequisite: EDU 489

4. Rationale for the revision of prerequisites/corequisites: The proposed change is to impose an additional requirement that students must earn at least a “C” in all content courses (as well as in the professional education courses, which is presently required). The faculty believe that students approved for student teaching should have mastered each content course at a minimum “C” level. The proposed change, if approved, will also make the prerequisites for the 10-hour MGE 490 consistent with those for the 5-hour MGE 490.

5. Effect on completion of major/minor sequence: Some students may have to repeat content courses in which they have earned a “D.”

6. Proposed term for implementation: Fall 08. The requirement of at least a “C” in content courses will apply to all content courses completed beginning in Summer 08.

7. Dates of prior committee approvals:

Department of Curriculum & Instruction	<u>1-28-08</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 5-2615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: SEC 490
- 1.2 Course title: Student Teaching
- 1.3 Credit hours: 10

2. Current prerequisites/corequisites:

Prerequisites: Admission to Teacher Education, overall GPA of 2.5 or higher; and completion of the following courses with grades of “C” or higher: EDU 250, PSY 310, SEC 351, SEC 352, SEC 453 and SEC methods courses.

Corequisite: EDU 489

3. Proposed prerequisites/corequisites:

Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of all professional education courses and content courses with grades of “C” or higher.

Corequisite: EDU 489

4. Rationale for the revision of prerequisites/corequisites: The proposed change is to impose an additional requirement that students must earn at least a “C” in all content courses (as well as in the professional education courses, which is presently required). The faculty believe that students approved for student teaching should have mastered each content course at a minimum “C” level.

5. Effect on completion of major/minor sequence: Some students may have to repeat content courses in which they have earned a “D.” However, some secondary education programs (e.g., majors in Spanish, German, and French) already have in place policies that require students to earn at least a “C” in courses that count in the major, so the proposed prerequisite change will be consistent with existing policies in those programs.

6. Proposed term for implementation: Fall 08. The requirement of at least a “C” in content courses will apply to all content courses completed beginning in Summer 08.

7. Dates of prior committee approvals:

Department of Curriculum & Instruction	<u>1-28-08</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 12/03/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review an application for alternate admission to the MAE program in Literacy Education. Four of the five members of the subcommittee participated in reviewing the applications, and they returned their recommendations to me by 11/30/07.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that M.K. be unconditionally admitted to the MAE program in Literacy Education.

In accordance with the recommendation of the Alternate Admission Subcommittee, I have returned the application to Graduate Studies with the recommendation that M.K. be admitted.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 12/18/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission, one to the MAE program in School Counseling, and one to the MAE in Exceptional Education. Three of the five members of the subcommittee participated in reviewing the application for admission to the School Counseling program, and all five reviewed the application to the Exceptional Education program. Committee members returned their recommendations to me by 12/17/07.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that S.W. be unconditionally admitted to the MAE program in Exceptional Education, and that L.M. be denied admission to the program in School Counseling. Committee members suggested that L.M. either revise her portfolio and re-submit, or else study for and re-take the GRE.

In accordance with the recommendation of the Alternate Admission Subcommittee, I have returned the applications to Graduate Studies with the recommendations to admit S.W. and to deny admission to L.M.