

**AGENDA**  
**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – March 7, 2017**  
**GRH 3073**

- I. Approval of Minutes of the February 7, 2017 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this March 7, 2017 CEBS Curriculum meeting
- III. **New Business**

School of Teacher Education

**Consent Items:**

1. Create an Equivalent Course – LTCY 199, Analysis and Critical Reading
2. Revise Course Prerequisites/Corequisites – SPED 335, Foundations of Special Education
3. Revise Course Prerequisites/Corequisites – SPED 400, Behavior management strategies in special education
4. Revise Course Prerequisites/Corequisites – SPED 490, Student Teaching: Exceptional Education (10)

IV. **Other Business**

**A.** Call for next year's committee representatives – we need representatives nominated and assigned for the 2017-2018 CEBS Curriculum Committee roster. Please send your new representative's name and contact information to Kristy Ketterman at [kristy.ketterman@wku.edu](mailto:kristy.ketterman@wku.edu).

**B.** New Graduate Curriculum Committee forms – for proposals that will need to go on to the Graduate Council Curriculum Committee and Graduate Council, the newly enforced forms must be used. Those forms may be accessed via their website at <http://www.wku.edu/gcc/>.

**CEBS/UC  
School of Teacher Education/School of University Studies  
Proposal to Create an Equivalent Course  
(Consent Item)**

Contact Person(s): Merrall Price, University College. [merrall.price@wku.edu](mailto:merrall.price@wku.edu) 745-4200  
Pam Petty, School of Teacher Education. [pamela.petty@wku.edu](mailto:pamela.petty@wku.edu) 745-2809

**1. Identification of existing course:**

- 1.1 Current course prefix (subject area) and number: LTCY 199
- 1.2 Course title: **Reading for Evidence and Argument**

**2. Identification of proposed equivalent course prefix(es) and numbers: LTC 199C**

**3. Rationale for each equivalent course:**

Senate Bill 1 obliges us to enroll any student who scores below a 20 in the Reading section of the ACT into a developmental or supplemental course in Reading “within two (2) semesters following a student’s initial enrollment” unless the student later tests out, or completes “twelve (12) hours of reading intensive work at a postsecondary education institution” within that timeframe.

Historically, the School of University Studies has offered the developmental reading class that redresses this need, DRDG 080, for students with low ACT scores, while the School of Teacher Education has offered a supplemental credit-bearing course, LTCY 199, for students scoring closer to the cut-off. (Please note that the actual cut-off point has changed in the last year, and is now at 14 and below for DRDG 080C and 15-19 for LTCY 199). As SUS follows the national trend away from developmental and toward supplemental education, LTC 199C would become the default placement for all students scoring a 14 and below on the reading section of the ACT. We would thus offer far fewer sections of DRDG 080. *The SUS has sought and received the permission of the STE to offer this equivalent course. The course will follow existing policy for equivalent Main/South Campus courses. See attached memorandum of understanding.*

**4. Proposed term for implementation: Summer 2017**

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

Department/ Unit <b>School of Teacher Education</b>	<u>2/10/2017</u>
Department/ Unit <b>School of University Studies</b>	_____
<b>CEBS</b> College Curriculum Committee	_____
UC College Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

## MEMORANDUM OF UNDERSTANDING

### BETWEEN THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES/SCHOOL OF TEACHER EDUCATION AND UNIVERSITY COLLEGE/SCHOOL OF UNIVERSITY STUDIES

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1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between University College/School of University Studies, and the College of Education and Behavioral Sciences/School of Teacher Education.

2. **Purpose.** The purpose of this MOU is to establish the terms and conditions under which the LTCY 199 course will be established in the SUS as LTC 199C.

3. **Terms.**

As per the WKU policy on course equivalences, June 4, 2012, number 1.4090, equivalent courses are subject to the following rules:

1. *Multiple courses with different prefixes (e.g., BIO, BIOL) that are deemed to be "equivalent" must have the same curriculum and learning outcomes, and they can be used interchangeably to fulfill prerequisite, co-requisite and/or credential (e.g., degree) completion requirements.*

2. *Equivalent courses must have the same course number, title, abbreviated title, credit hours, prerequisites or co-requisites, grade type (e.g., A-F, Pass/Fail), and catalog course listings.*

3. *Main Campus/University College 'C' Courses*

*For two equivalent courses with different prefixes, one representing a main campus course (e.g., BIOL 113) and one representing a course offered with a 'C' designation in one of the departments within the University College (e.g., BIO 113C), faculty in the department offering the main campus course will determine appropriate content and learning outcomes for both courses. The University College department head will consult regularly with the main campus department head to ensure equivalency, and any outcomes of such consultations will be communicated promptly to the faculty concerned.*

Thus the overall curriculum, instructional processes, and learning outcomes for each section of LTC 199C must identically match those of existing LTCY 199 offerings. In addition, faculty teaching LTC 199C must pursue professional development opportunities as afforded to faculty teaching LTCY 199.

A strict adherence to the Developmental Course Placement document approved by the Council on Postsecondary Education that currently guides placement of students entering the university underprepared in reading will continue. The proposed LTC 199C course would replace the outgoing DRDG 080C offering.

4. **Responsibilities of University College/SUS** University College will staff LTC 199C, ensure faculty credentials meet those of LTCY 199 as established by the College of

Education and Behavioral Sciences in accordance to SACS faculty qualification standards and the IRA Standards for Reading Professionals, schedule LTC 199C, evaluate the performance of faculty teaching LTC 199C, fund professional development opportunities for LTC 199C faculty, and make all decisions about course offerings, cancellations, class size, and so forth. The SUS department head will consult regularly with the Literacy program to ensure equivalency, and any outcomes of such consultations will be communicated promptly to the faculty concerned.


It has been the longstanding practice for the faculty overseeing LTCY 199 to initiate the process of collecting and analyzing data related to the effectiveness of the course as demonstrated by student completion rates, as well as subsequent GPA and retention measures. Results from these evaluations have been shared regularly with administrators at the department, college, and university level. The College of Education and Behavioral Sciences will continue this practice for the students enrolled in LTCY 199. Administrators and faculty from University College will be expected to conduct the same reviews of the students enrolled in sections of LTC 199C.

The SUS faculty member(s) responsible for taking the course equivalency proposal through the curricular process will attach this MOU to the proposal documents.

5. Responsibilities of the College of Education and Behavioral Sciences/School of Teacher Education The College of Education and Behavioral Sciences and the School of Teacher Education will confirm faculty teaching LTC 199C are appropriately credentialed in accordance to SACS faculty qualification standards and allow LTC 199C access to professional development opportunities available to LTCY 199 faculty. Department heads/Directors representing each unit will consult regularly to ensure equivalency and communicate concerns promptly.

6. Amendments. Either party may request changes to this MOU with a reasonable timeline buffer to allow for changes. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument, and effective when executed and signed by all parties to this MOU.

SIGNED:

 DATE: 1-16-17  
(PARTNER SIGNATURE)  
SAM EVANS, DEAN, THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

 DATE: 1/17/17  
(PARTNER SIGNATURE)  
DENNIS GEORGE, DEAN, UNIVERSITY COLLEGE

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

Contact Person: J. Dusteen Knotts, 270-745-3747, jdusteen.knotts@wku.edu

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPED 335
  - 1.2 Course title: Foundations of Special Education
  
- 2. Current prerequisites/corequisites/special requirements:** Prerequisite: SPED 330.
  
- 3. Proposed prerequisites/corequisites/special requirements:** Prerequisites: EDU 250, FACS 192, MGE 275, AGED 250 or AMS 329; and either PSY 310 or FACS 191; or instructor permission.
  
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** SPED 335 and other SPED courses incorporate all the objectives of SPED 330 and go deeper in the concepts for the SPED/ELED majors. SPED 330 was therefore dropped from the SPE3/2/17/ELED program necessitating pre-requisite change for SPED/ELED majors. The pre-requisites now match those of SPED 330 so that the flow of student enrollment is consistent for courses and program requirements.
  
- 5. Effect on completion of major/minor sequence:** none
  
- 6. Proposed term for implementation:** catalog for 2017-18
  
- 7. Dates of prior committee approvals:**

School of Teacher Education	02/10/2017
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: J. Dusteen Knotts, 270-745-3747, jdusteen.knotts@wku.edu

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: SPED 400
- 1.2 Course title: Behavior management strategies in special education

**2. Current prerequisites/corequisites/special requirements:** Prerequisite: SPED 424 and admission to professional education or instructor permission.

**3. Proposed prerequisites or corequisites :** Prerequisite: passing the Praxis CASE tests (reading, writing, and math) as required for admission to teacher education and SPED 335 (or SPED 335 as co-requisite with teacher permission).

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** All teacher education candidates must pass the state requirement of the CASE tests in reading, writing, and math. Students to this major must pass the tests prior to the SPED 400 course. The course sequence was changed to better reflect the sequence of the content changing the prerequisite (or co-requisite with teacher permission) to SPED 335.

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

**6. Proposed term for implementation:** catalog for 2017-18

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

School of Teacher Education	02/10/2017
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: J. Dusteen Knotts, 270-745-3747, [jdusteen.knotts@wku.edu](mailto:jdusteen.knotts@wku.edu) as submitted for Dr. Evans

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: SPED 490
- 1.2 Course title: Student Teaching : Exceptional Education (10)

**2. Current prerequisites/corequisites/special requirements:** Corequisites: Admission to teacher education; admission to student teaching; completion of EDU 250 and SPED 330 with grades of “B” or higher; and completion of the following courses with grades of “C” or higher: MATH 211 and 212 (with departmental approval, students may substitute MATH 205 and 206), LME 448, and LME 318 or 407.

**3. Proposed prerequisites or corequisites:** Corequisites: Admission to teacher education; admission to student teaching; completion of EDU 250 and SPED 330 **or SPED 335** with grades of “B” or higher; and completion of the following courses with grades of “C” or higher: MATH 211 and 212 (with departmental approval, students may substitute MATH 205 and 206), LME 448 **or CIS 141**, and LME 318.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** SPED 330 is no longer in the new SPED/ELED program and should be changed to SPED 335. The older program will continue to use SPED 330 for two years so the SPED 330 course must remain at this time. LME 448 or CIS 141 and LME 318 align with the approved program.

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

**6. Proposed term for implementation:** catalog for 2017-18

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

School of Teacher Education	02/10/2017
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____