

**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – November 1, 2011**  
**GRH 3073**

I. Approval of Minutes of the October 4, 2011 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Educational Leadership Doctoral (EDD) Program

1. Revise Course Prerequisites - EDLD 712, Research Methods and Design for Educational Leaders
2. Create New Course – EDLD 795, Advanced Topics in Educational Leadership
3. Create New Course – EDLD 796, International Aspects of Educational Leadership

Educational Administration, Leadership and Research

1. Suspend a Program – 151, MAE Instructional Leadership-School Principal All Grades

Department of Counseling and Student Affairs

1. Suspend a Program – 218, Addictions Counseling and Education

Department of Psychology

1. Revise a Program – 147, Specialist in Education School Psychology

School of Teacher Education

1. Create a New Course – SMED 300, Middle Grades Science Skills and Methods
2. Create a New Course – SMED 400, Applying Middle Grade Science Across Disciplines
- 3.. Revise a Program – Master of Arts in Education Interdisciplinary Early Childhood Education Birth to Primary
4. Revise a Program – 0437, Special Education: Learning and Behavior Disorder LBNC Concentration; Alternative Route to Teacher Certification/Initial Certification

III. **Other Business**

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EDD) Program  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: EDLD 712
  - 1.2 Course title: Research Methods and Design for Educational Leaders
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
  
- 3. Proposed prerequisite:** Admission to EdD program
  
- 4. Rationale for the revision of prerequisites:** Review of course requirements and tentative textbooks reveals that, as the first EDLD research course, EDLD 712 addresses the foundational knowledge that students would have received in EDFN 500 and then provides additional information toward preparation for the second EDLD research course; thus, requiring EDFN 500 as a prerequisite puts an unnecessary burden on students who completed master's or other graduate degrees that did not require EDFN 500 or a similar course.
  
- 5. Effect on completion of major/minor sequence:** Not applicable
  
- 6. Proposed term for implementation:** Summer 2012
  
- 7. Dates of prior committee approvals:**

EDD Leadership Council	<u>9-15-2011</u>
Educational Administration, Leadership, & Research	<u>9-27-2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDLD 795
- 1.2 Course title: Advanced Topics in Educational Leadership
- 1.3 Abbreviated course title: Advanced Topics Ed Leadership
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
- 1.5 Type of course: I – Independent Study
- 1.6 Prerequisites: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program
- 1.7 Course catalog listing: Readings or special projects in educational leadership. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Recent revisions in education graduate programs, along with the development of the EdD in Educational Leadership, have led to increased student interest in the opportunity to do special projects or independent investigations of topics related to education. However, there has been no available course suitable for awarding credit for the desired educational experiences. The proposed course is intended to remedy that deficit.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to five students per year may enroll. This estimate is based on informal conversations with current and prospective students.
- 2.3 Relationship of the proposed course to courses now offered by the department: No other similar courses are offered in the EdD Program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate special topics courses are relatively common across the university. Some examples are BIOL 675 Advanced Topics in Biology, BA 592 Special Topics in Business, CNS 669 Special Topics in Counseling and Guidance, CS 595 Advanced Topics in Computer Science, GEOG 577 Special Topics in GIS, HIST 590 Advanced Individual Study, and ENG 597 Special Topics. Some of these are seminar courses, whereas others are independent study or directed study courses. Similar to these other courses, the proposed course will provide Educational Leadership doctoral students the opportunity to do readings or independent projects related to educational leadership.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate special topics courses are common at other institutions. Some examples of courses similar to the proposed course are: EDC 710 Advanced Topics in Instructional Design (University of Kentucky); EDAP 672 Special Topics in Curriculum (University of Louisville); EDCUR 690 Problems in Curriculum (Ball State University), and FOED 7610 Directed Individual Education Research (Middle Tennessee State University).

**3. Discussion of proposed course:**

- 3.1 Course objectives: The specific objectives will vary, depending on the project developed by the student. However, the overall objective of the course is to allow students to develop specialized knowledge and skills related to the topic of study.
- 3.2 Content outline: As this is an independent study course, the content will vary.
- 3.3 Student expectations and requirements: As this is an independent study course, student expectations will vary. However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the readings, assignments, and criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is an independent study course, texts and course materials will vary.

**4. Resources:**

- 4.1 Library resources: As this is an independent study course, library resource needs will vary. However, current resources are believed to be adequate to support the proposed course.
- 4.2 Computer resources: As this is an independent study course, computer resource needs will vary. However, current resources are believed to be adequate to support the proposed course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2012**

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

EDD Leadership Council	<u>8/25/2011</u>
Educational Administration, Leadership, & Research	<u>9/27/2011</u>
Professional Education Council	_____
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDLD 796
- 1.2 Course title: International Aspects of Educational Leadership
- 1.3 Abbreviated course title: International Ed Leadership
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
- 1.5 Type of course: I – Independent Study
- 1.6 Prerequisites: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program
- 1.7 Course catalog listing: Experiential study of international issues in educational leadership by working with international communities and agencies within or outside the U.S. International travel may be required at student's expense. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: As WKU's first stand alone doctoral program, the EdD in Educational Leadership program seeks to embody WKU's vision of being "A Leading American University with International Reach" and its mission to prepare "students to be productive, engaged, and socially responsible citizen leaders of a global society." Creating a course for this purpose represents a first step toward encouraging doctoral students to include an international aspect in their program of study.
- 2.2 Projected enrollment in the proposed course: 5-10 students per year. Even without this course, 3-5 EDD students per year have include international travel in their programs of s study.
- 2.3 Relationship of the proposed course to courses now offered by the department: The EdD program currently has no dedicated course that would allow doctoral students to study international aspects of educational leadership.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several WKU programs have international or study abroad courses. Also, some students in the EdD program have enrolled in BA 592 - Special Topics in Business when faculty members have used this course for international travel. However, no other department has a course that specifically addresses international aspects of educational leadership.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nearly every public institution in Kentucky has a similar type course: EDC 554 - Culture, Education and Teaching Abroad (University of Kentucky), EDG 613 - Comparative Education Systems (NKU), COMM 650 - Intercultural Communication (Morehead), INT 600 - Seminar in Global Studies (Murray).

**3. Discussion of proposed course:**

- 3.1 Course objectives: The specific objectives will vary, depending on the project developed by the student and faculty. However, the overall objective of the course is to provide students practical and in-depth experience studying an educational leadership topic within an international setting.
- 3.2 Content outline: As this is an independent study course, the content will vary.
- 3.3 Student expectations and requirements: As this is an independent study course, student expectations will vary. However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the parameters of the international experience, required readings and assignments, as well as criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is an independent study course, texts and course materials will vary.

**4. Resources:**

- 4.1 Library resources: As this is an independent study course, library resource needs will vary. However, current resources are believed to be adequate to support the proposed course.
- 4.2 Computer resources: As this is an independent study course, computer resource needs will vary. However, current resources are believed to be adequate to support the proposed course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2012**

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

EDD Leadership Council	<u>08/25/2011</u>
Educational Administration, Leadership, & Research	<u>09/27/2011</u>
Professional Education Council	_____
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 10/19/2011

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

Contact Person: Dr. William Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-6039

- 1. Identification of program:**
  - 1.1 Program reference number: 151
  - 1.2 Program title: MAE Instructional Leadership-School Principal All Grades
  - 1.3 Credit hours: 36
  
- 2. Rationale for the program suspension:**  
Principal Preparation Programs in Kentucky will be post-masters programs after December 31, 2011 (16 KAR 3:050). Suspending the program instead of deleting it will allow the department to revise the program at a later time if warranted.
  
- 3. Effect on current students or other departments, if known:**  
Students enrolled in the program will have until December 31, 2013, to complete all requirements to be eligible for a recommendation for certification. Suspending the program will have no effect on other departments.
  
- 4. Proposed term for implementation:**  
Students will not be permitted to enroll in the program after Fall 2011.
  
- 5. Dates of prior committee approvals:**

Educational Administration, Leadership, and Research Department:	10/21/2011
---	------------

College of Education and Behavioral Sciences Curriculum Committee	_____
--	-------

Professional Education Council	_____
--------------------------------	-------

Graduate Council	_____
------------------	-------

University Senate	_____
-------------------	-------

Proposal Date: 10/03/2011

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

Contact Person: Bill Kline  
[Bill.kline@wku.edu](mailto:Bill.kline@wku.edu)  
5-6318

- 1. Identification of program:**
  - 1.1 Program reference number: 218
  - 1.2 Program title: Addictions Counseling and Education
  - 1.3 Credit hours: 15
  
- 2. Rationale for the program suspension:**

Insufficient qualified faculty to administer program and offer required courses.
  
- 3. Effect on current students or other departments, if known:**

Suspension of program will eliminate potential elective courses for MSW, Clinical Mental Health Counseling, and Psychology master's students in immediate future.
  
- 4. Proposed term for implementation:**

Spring 2012
  
- 5. Dates of prior committee approvals:**

Counseling and Student Affairs:	<u>9/29/11</u>
CEBS Curriculum Committee:	_____
Graduate Council:	_____
University Senate:	_____



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

Contact Person: Dr. Carl Myers  
[carl.myers@wku.edu](mailto:carl.myers@wku.edu)  
745-4410

**1. Identification of program:**

- 1.1 Current program reference number: 147
- 1.2 Current program title: Specialist in Education School Psychology
- 1.3 Credit hours: 71

**2. Identification of the proposed program changes:**

- Slight wording changes in the program description narrative.
- Delete PSY 512 (Seminar in Experimental Design).
- Delete LTCY 520 (Clinical Diagnosis of Reading Abilities).
- Add PSY 510 (Advance Educational Psychology).
- Delete PSY 552 (Advanced Social Psychology).
- Increase required hours of PSY 662 (Practicum in Psychology) from 2 hours (currently) to 4 hours (proposed).
- As a result of the changes, the total number of required hours in the program will decrease from 71 to 67.

**3. Detailed program description:**

Current Specialist in Education, School Psychology program	Proposed Specialist in Education, School Psychology program
This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project ( <b>thesis</b> ) are also required.	This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.

Admission Requirements

**Applicants should have course work in statistics and experimental methodology, general psychology, and abnormal or personality psychology;** a minimum score of 850 on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Exceptions to the minimum criteria may be made for students with exceptional backgrounds or experiences. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense.

*Required Courses*

**LTCY 520 Clinical Diagnosis of Reading Abilities (3)**  
PSY 511 Psychology of Learning (3)  
**PSY 512 Seminar in Experimental Design (3)**  
PSY 514 Program Evaluation (3)  
PSY 519 Psychological Perspectives on Classroom Behavior (3)  
PSY 521 Advanced Child Developmental Psychology (3)  
PSY 540 Behavior Problems of Childhood and Adolescence (3)  
PSY 541 Professional Issues and Ethics in Psychology (3)  
PSY 545 Clinical Child Psychology: Theory and Practice (3)  
**PSY 552 Advanced Social Psychology (3)**  
PSY 560 Assessment of Cognitive and Intellectual Functioning (3)  
PSY 561 Advanced Assessment in Educational Settings (3)

Admission Requirements

**Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology;** a minimum score of 850 **or equivalent** on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Exceptions to the minimum criteria may be made for students with exceptional backgrounds or experiences. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, **TB test, and physical exam** will be required of successful applicants during the first semester of graduate study at the applicant's expense.

*Required Courses*

**PSY 510 Advanced Educational Psychology (3)**  
PSY 511 Psychology of Learning (3)  
PSY 514 Program Evaluation (3)  
PSY 519 Psychological Perspectives on Classroom Behavior (3)  
PSY 521 Advanced Child Developmental Psychology (3)  
PSY 540 Behavior Problems of Childhood and Adolescence (3)  
PSY 541 Professional Issues and Ethics in Psychology (3)  
PSY 545 Clinical Child Psychology: Theory and Practice (3)  
PSY 560 Assessment of Cognitive and Intellectual Functioning (3)  
PSY 561 Advanced Assessment in Educational Settings (3)

PSY 562 Practicum in Psychological Assessment (6)	PSY 562 Practicum in Psychological Assessment (6)
PSY 563 Statistics and Psychometric Theory (3)	PSY 563 Statistics and Psychometric Theory (3)
PSY 580 Advanced Physiological Psychology	PSY 580 Advanced Physiological Psychology (3)
PSY 592 Internship (6 hours)	PSY 592 Internship (6 hours)
PSY 641 Theories of Psychotherapy (3)	PSY 641 Theories of Psychotherapy (3)
PSY 643 Academic Assessment & Intervention (3)	PSY 643 Academic Assessment & Intervention (3)
PSY 645 Consultation in Educational and Mental Health Settings (3)	PSY 645 Consultation in Educational and Mental Health Settings (3)
<b>PSY 662 Practicum in Psychology (2)</b>	<b>PSY 662 Practicum in Psychology (4)</b>
PSY 699 Specialist Project (6)	PSY 699 Specialist Project (6)
<b>Total Hours: 71</b>	<b>Total Hours: 67</b>

#### 4. Rationale for the proposed program change:

*Overview:* The National Association of School Psychologists (NASP) approved new program training standards in 2010. As a result, our program is reviewing and updating course content (e.g., increasing an emphasis on interventions) to ensure our nationally accredited program continues to meet the new training standards. The proposed changes serve to better align program content with training standards, appropriately recognize course workloads, and keep degree hour requirements in line with other Kentucky school psychology programs.

- Changes in the narrative: The word “thesis” was deleted to avoid confusion. A specialist project is required. Current wording describing prerequisite courses for admission into the program was modified to be more consistent with the names of WKU undergraduate courses. Specifically, “general” psychology was changed to “introductory,” and “experimental methodology” was changed to “research methods.” Because the GRE test has changed, the words, “or equivalent” were added as a temporary solution to address those changes. Currently, admission into professional education also requires a TB test and physical exam. Those requirements were included in the changes.
- National program training requirements emphasize 10 training standards with one of those standards being “Research and Program Evaluation.” Our current program structure has 15 graduate course hours addressing that one area. The proposal to delete PSY 512 still leaves 12 course hours in that area which more than adequately addresses that standard. PSY 512 was chosen because the content of that class will change as part of the department’s revisions of the master’s degree program in psychology. The new emphasis of the course is not as relevant for school psychology practitioners.
- NASP’s new training standards have an increased emphasis on training school psychology graduate students on academic and behavioral interventions that are being addressed through course content changes. The current program emphasizes assessment in several courses, resulting in 18 credit hours of such courses. The LTCY 520 course

also emphasizes assessment in a very specific area (i.e., reading). Because the students are already well versed in assessment, and learn about formal (i.e., standardized testing) and informal (e.g., Curriculum-Based Measurement) assessment of reading abilities in PSY 643 (Academic Assessment and Intervention), the LTCY 520 course is not essential.

- NASP training standards (2010) include a need for students to “have a foundation in the knowledge bases for both psychology and education.” The inclusion of PSY 510 (Advanced Educational Psychology) is a logical and relevant choice to provide such a foundation. Such a course would include the theoretical and applied aspects of cognition and motivation related to student learning, while emphasizing social psychology theories such as attribution theory, self-regulation, and goal theory.
- Historically, the American Psychological Association (APA) training recommendations for graduate level psychology programs emphasized the need for a broad-based education in various fields of psychology with one of those areas being social psychology. Training standards for school psychology programs through NASP (our program approval agency) have not required the APA broad-based model of training since 1994. While social psychology is recognized as a useful course for the school psychology graduate students, it is not essential to meet training standards. Furthermore, the inclusion of PSY 510 (Advanced Educational Psychology) will include an emphasis on some of the social psychology theories as they apply to education.
- Currently, the school psychology program requires 1 hour of PSY 662 for two semesters (2 credit hours total). The proposal is to increase the required credit hours to 2 hours per semester for a total of 4 credit hours. This change is proposed because currently, for the one-hour practicum, the students are required to spend one full day a week in a school system with a school psychologist, plus meet with the faculty instructor for one hour a week. Increasing the number of credit hours for the course more appropriately reflects the time and work required.
- The proposed 67 hours are still greater than the national certification requirements of 60 hours and the change will benefit the program in other ways:
  - Graduate Studies and Research has a policy limiting graduate students to 12 credit hours per semester if they have a graduate assistantship. As the program is structured now, they must take 13 credit hours for two semesters. By reducing the required number of hours, the school psychology program will comply with that policy.
  - To enhance recruiting efforts, we want to require hours that will be comparable to, not greater than, the other school psychology programs in the state. Currently, WKU's program requires the most graduate hours (tied with ECU) for a school psychology program in Kentucky (ECU = 71; UK = 69; Murray = 66).

**5. Proposed term for implementation and special provisions (if applicable):**  
Fall, 2012

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

Psychology Department 10-14-2011

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

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

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

**1. Identification of proposed course:**

- |     |                                 |   |
|-----|---------------------------------|---|
| 1.1 | Course prefix and number:       | SMED 300  |
| 1.2 | Course title:                   | Middle Grades Science Skills and Methods  |
| 1.3 | Abbreviated course title:       | Middle Grade Science Skills and Methods   |
| 1.4 | Credit hours and contact hours: | 3.0/3.0   |
| 1.5 | Type of course:                 | C (Lecture/Lab)   |
| 1.6 | Prerequisites:                  | Math 117 and 9 hours of science   |
| 1.7 | Course catalog listing:         | Laboratory-based introduction to the science skills and methods needed by middle school teachers. |

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Middle grades science pre-service teachers in the SKyTeach program do not have a course that teaches, practices, and builds upon fundamental science technical skills including using measurement equipment, recording data, creating and interpreting graphs, designing experiments and controlling variables. State and national standards describe developmentally appropriate science skills that students need to succeed in secondary and post-secondary science courses. Current data suggest that many pre-service and in-service teachers lack enough understanding of many science skills to teach them to middle grade students. Middle grades science pre-service students score a letter grade lower than other pre-service students in SMED 360 Research Methods; over the past six semesters, the average GPA is 3.7 and 2.4, respectively for pre-service secondary students and pre-service middle grades students. The results of a recent NSF funded study of area middle grade science teachers also support this conclusion. Pre-service secondary science teacher candidates master these skills as part of a progression of lower and upper division courses within a single department. In the current Middle School Science Education program middle grade science teaching coursework is spread among four different departments, creating gaps in the breath and depth of science skills content. SMED 300 extends upon the skill sets learned in the introductory courses that would otherwise not be developed.
- 2.2 Projected enrollment in the proposed course:  
Based on past enrollments and current trends in the SKyTeach program, we expect 40 students per year to enroll.

- 2.3 Relationship of the proposed course to courses now offered by the department: SMED 360: Research Methods covers several science skills. However, SMED 360 addresses advanced topics in experimental research design. The proposed SMED 300 covers fundamental technical skills that students will later apply in SMED 360. ELED 406:Elementary Science Methods is a pedagogy course and does not cover science skills.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Physics and Astronomy offer ASTR 405: Astronomy for Teachers and PHYS 410: Physics for Teachers. Both of these courses cover specific subject area content. Neither of these courses have a significant content overlap with SMED 300.
- 2.5 Relationship of the proposed course to courses offered in other institutions: EDC 348: Teaching Science in the Middle School taught at the University of Kentucky, EDTP 409: Middle School Science Methods at U of L and MID 372: Laboratory in Teaching Science: Middle School taught at Murray State are all science pedagogy courses and do not teach basic science skills.

### **3. Discussion of proposed course:**

- 3.1 Course objectives: At the conclusion of this course students will be able to:
- Make a variety of direct and indirect measurements using a range of traditional and digital equipment,
  - Design and conduct simple experiments.
  - Collect and properly record data.
  - Create and interpret graphs.
  - Perform basic analysis of data.
  - Design and teach middle grade appropriate lessons incorporating these skills.
- 3.2 Content outline:
- Science skills in state and national standards
  - Use and care of laboratory measuring equipment such as meter sticks, graduated cylinders, stopwatches, triple beam and digital balances, thermometers, multimeters, computer based probes, cameras, video cameras and other equipment
  - Considering accuracy, precision and significant figures when making and using measurements
  - Creating and using graphs by traditional and software-based methods
  - Making indirect measurements
  - Designing experiments and controlling variables
  - Creating lessons that incorporate middle grade science skills
  - Creating lessons that incorporate literacy standards in student writing and presentations

3.3 Student expectations and requirements: Students will be assessed in a variety of ways including:

- Student lab activity reports
- Student experiment proposals
- Quizzes and other formal assessments
- Student presentations
- Instructor observations
- Student designed lesson plans
- Peer and field teaching evaluations

3.4 Tentative texts and course materials  
Course packets of selected readings prepared by the instructor

**4. Resources:**

- 4.1 Library resources: See attached library resource form.  
4.2 Computer resources: No new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current SKyTeach faculty  
5.2 Special equipment needed: None  
5.3 Expendable materials needed: Initially funded through SKyTeach  
5.4 Laboratory materials needed: Initially funded through SKyTeach

**6. Proposed term for implementation:** Fall 2012

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

School of Teacher Education:	<u>10/14/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Library Resources Form**



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

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 400
- 1.2 Course title: Applying Middle Grade Science Across Disciplines
- 1.3 Abbreviated course title: Applying Middle Grade Science Across Disciplines
- 1.4 Credit hours and contact hours: 3.0/3.0
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Math 117 and 15 hours of science
- 1.7 Course catalog listing: Introduction to the knowledge and skills needed to create middle grades science lessons that incorporate content and real world examples from different disciplines.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Middle grade science teacher course work is spread among four different science departments. This makes it difficult for students to acquire a deep understanding of how different science disciplines are related and apply in real world situations. Both of these topics are currently an important part of middle grades science teaching and will become even more important when the Next Generation Science Standards are introduced. A recent NSF funded study of middle grade science teachers in the WKU service area reported that a majority of middle grade science teachers used few, if any real world examples in their teaching. This finding is supported by anecdotal reports from KTIP observations. This course will give students the knowledge and experience they need to teach and assess rigorous, interdisciplinary science lessons that use real world examples of science combined with content from different science disciplines.
- 2.2 Projected enrollment in the proposed course:  
Based on past enrollments and current trends in the SKyTeach program, we expect 40 students per year to enroll.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
SMED 340: Perspectives provides middle grade science teacher candidates with an understanding of historical perspectives in science but it does not address real world applications of science that SMED 400 will.

2.4 Relationship of the proposed course to courses offered in other departments: PHYS 410: Physics for Teachers and ASTR 405: Astronomy for teachers can include real world applications. neither course includes any interdisciplinary material nor do the courses specifically cover unit and assessment design.

2.5 Relationship of the proposed course to courses offered in other institutions: EDC 348: Teaching Science in the Middle School taught at the University of Kentucky, EDTP 409: Middle School Science Methods at U of L and MID 372: Laboratory in Teaching Science: Middle School taught at Murray State are all science pedagogy courses and do not address applications of science or the connections between different scientific disciplines.

### 3. Discussion of proposed course:

3.1 Course objectives:

The student will be able to:

- Identify and explain the biology, earth and space science and physical science concepts that apply in a range of real world applications and phenomena
- Select and design laboratory, project based and other experiences that use real world applications and phenomena
- Create and teach lessons that use real world examples to improve student learning
- Design lessons that incorporate literacy skills
- Use real world examples to create higher order assessments

3.2 Content outline:

- Cross cutting and interdisciplinary skills in state and national standards
- Explaining real world and applied science issues using content from different disciplines
- Creating lessons using real world examples and content from different disciplines
- Selecting, adapting and designing laboratory experiences and projects
- Higher order assessment of interdisciplinary lessons

3.3 Student expectations and requirements: Students will be assessed in a variety of ways including:

- Quizzes and other formal assessments
- Student designed lesson plans
- Peer and field teaching evaluations
- Student lab activity reports
- Student presentations
- Student designed lesson plans
- Instructor observations

- 3.4 Tentative texts and course materials  
Course packets of selected readings prepared by the instructor

**4. Resources:**

- 4.1 Library resources: See attached library resource form
- 4.2 Computer resources: No new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current SKyTeach faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: Initially funded through SKyTeach
- 5.4 Laboratory materials needed: Initially funded through SKyTeach

**6. Proposed term for implementation:** Fall 2012

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

School of Teacher Education:	<u>10/14/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Library Resources Form**

Proposal Date: 09/30/2011

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

Contact Person: Dr. Sylvia L. Dietrich, [sylvia.dietrich@wku.edu](mailto:sylvia.dietrich@wku.edu), 270-745-2317

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Change the degree type for the Initial Certification in IECE Concentration from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title for the Initial Certification to Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification
- Change the program title for the Advanced Certification to Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders
- Revise admission requirements for the proposed Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification program
- Revise curriculum for the proposed Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification program

**3. Detailed program description:**

<b>CURRENT PROGRAM Master of Arts in Education Interdisciplinary Early Childhood Education (IECE) Birth to Primary Concentration: Initial Certification in IECE Concentration: Advanced Certification for those with prior certification in IECE</b>	<b>PROPOSED PROGRAM Master of Arts in Teaching Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification</b>	<b>PROPOSED PROGRAM Master of Arts in Education Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders</b>
<b>Degree Requirements: 36 hours</b>	<b>Program Requirements: 36 hours</b>	<b>Program Requirements: 36 hours</b>
The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. Courses and experiences include Professional	The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. IECE program graduates are	The program is designed to prepare early childhood educators to <b>provide leadership in working</b> with children with and without special needs, ages birth through kindergarten and their families.

<p>Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.</p> <p>The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:</p> <ul style="list-style-type: none"> <li>• Initial Certification in IECE</li> <li>• Advanced Certification for those with prior certification in IECE</li> </ul> <p>Within each concentration, students are expected to become competent in theory, research, and application of recommended practices related to children with and without special needs, ages birth through kindergarten and their families. Each student’s area of concentration will be based upon his or her current teaching certification or lack thereof. Students in both concentrations will complete a core of common courses, and then, will complete specialization and elective courses based upon their certification status, educational background, and career goals.</p> <p>Note: To be eligible to be recommended for teacher certification, students must document that they have</p>	<p>qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.</p> <p>The MAT in IECE Birth to Primary Initial Certification is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. <b>(Note: Students with no prior teaching certificate complete additional field experience and internship hours to meet the Commonwealth’s student teaching requirement.)</b> Students complete 18 hours of core coursework and 18 semester hours of specialization coursework. Upon completion of the program and achieving a passing score on the required PRAXIS II exam, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.</p> <p><i>Core Course Requirements (18 hours)</i></p> <ul style="list-style-type: none"> <li>• CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)</li> <li>• CD 486G Language</li> </ul>	<p>Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools <b>and other settings with early childhood programs.</b> IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families. <b>In addition, graduates may serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc.</b></p> <p>This degree program is designed for individuals who have prior teaching certification in IECE. The 36 hour program of study consists of 18 semester hours of core coursework, 9 semester hours of required specialization courses, and 9 semester hours of specialization electives approved by the advisor.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). TCHL 500, 520, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p>
---	--	---

<p>received a passing score on the required PRAXIS II examination.</p> <p><b>CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS</b></p> <ul style="list-style-type: none"> <li>• CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)</li> <li>• CD 486G Language Disorders or advisor approved elective (3 hours)</li> <li>• IECE 520 Organizing Programs for IECE (3 hours)</li> <li>• SWK 436G Services to Children (3 hours)</li> <li>• PSY 645 Consultation in Educational &amp; Mental Health Settings: Theory &amp; Practice (3 hours)</li> <li>• Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)</li> </ul> <p>Total for core courses – 18 hours</p> <p><b>Initial Certification Concentration</b></p> <p>The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. Students complete 18 hours of core coursework and 18 semester hours of specialization coursework Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible</p>	<p>Disorders or advisor approved elective (3 hours)</p> <ul style="list-style-type: none"> <li>• IECE 520 Organizing Programs for IECE (3 hours)</li> <li>• SWK 436G Services to Children (3 hours)</li> <li>• PSY 645 Consultation in Educational &amp; Mental Health Settings: Theory &amp; Practice (3 hours)</li> <li>• Research Foundations – EDFN 500 Research Methods (3 hours) or <b>TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)</b></li> </ul> <p><i>Specialization Course Requirements (18 Hours)</i></p> <ul style="list-style-type: none"> <li>• CD 481G Speech &amp; Language Development or advisor approved elective (3 hours)</li> <li>• EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)</li> <li>• IECE 521 Assessment in IECE (3 hours)</li> <li>• IECE 522 Family-Centered Services (3 hours)</li> <li>• IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)</li> <li>• IECE 524 Internship in IECE (3 hours)</li> </ul> <p>Total Course Requirements – 36 hours</p>	<p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky Teacher Standards and professional goals.</p> <p><b>Core Course Requirements (18 hours)</b></p> <ul style="list-style-type: none"> <li>• CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)</li> <li>• CD 486G Language Disorders or advisor approved elective (3 hours)</li> <li>• IECE 520 Organizing Programs for IECE (3 hours)</li> <li>• SWK 436G Services to Children (3 hours)</li> <li>• PSY 645 Consultation in Educational &amp; Mental Health Settings: Theory &amp; Practice (3 hours)</li> <li>• Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)</li> </ul> <p><i>Specialization Course Requirements (18 Hours)</i></p> <p>TCHL 500 Foundations of Teacher Leadership (3 hours)  TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)  IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours)  Advisor approved electives (9 hours)</p>
---	---	---

to be recommended for the Statement of Eligibility to teach children birth through kindergarten.

*Specific Course Requirements – 18 Hours + 18 Hours of Core Courses*

- CD 481G Speech & Language Development or advisor approved elective (3 hours)
- EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)
- IECE 521 Assessment in IECE (3 hours)
- IECE 522 Family-Centered Services (3 hours)
- IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)
- IECE 524 Internship in IECE (3 hours)

Total with Core Courses – 36 hours

Advanced Certification Concentration

This concentration is for individuals who have prior teaching certification in IECE. This 36 hour program of study consists of 18 semester hours of core coursework, 6 semester hours of required specialization courses, and 12 semester hours of specialization electives approved by the advisor.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). TCHL 500, 520, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Important Note:* While enrolled in

TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky Teacher Standards and professional goals.

*Specific Course Requirements – 18 Hours + 18 Hours of Core Courses*

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)

IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours)

Advisor approved electives (9 hours)

Total with Core Courses – 36 hours

**CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS**

- CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 520 Organizing Programs for IECE (3 hours)
- SWK 436G Services to Children (3 hours)
- PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)
- Research Foundations – EDFN 500 Research Methods (3 hours) or TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)



<p>Total for core courses – 18 hours</p> <p>Initial Certification Concentration</p> <p>The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. Students complete 18 hours of core coursework and 18 semester hours of specialization coursework Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.</p> <p><i>Specific Course Requirements – 18 Hours + 18 Hours of Core Courses</i></p> <ul style="list-style-type: none"> <li>• CD 481G Speech &amp; Language Development or advisor approved elective (3 hours)</li> <li>• EXED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)</li> <li>• IECE 521 Assessment in IECE (3 hours)</li> <li>• IECE 522 Family-Centered Services (3 hours)</li> <li>• IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)</li> <li>• IECE 524 Internship in IECE (3 hours)</li> </ul> <p>Total with Core Courses – 36 hours</p>		
--	--	--

Advanced Certification Concentration

This concentration is for individuals who have prior teaching certification in IECE. This 36 hour program of study consists of 18 semester hours of core coursework, 9 semester hours of required specialization courses, and 9 semester hours of specialization electives approved by the advisor.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). TCHL 500, 520, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Important Note:* While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky Teacher Standards and professional goals.

*Specific Course Requirements – 18 Hours + 18 Hours of Core Courses*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)
- IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours)
- Advisor approved electives (9 hours)

Total with Core Courses – 36 hours

**Admission Requirements**

**Admission Requirements**

**Admission Requirements**

Admission to the Initial Certification Concentration requires the following:

- Completion of the IECE application process through the School of Teacher Education. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate program.
- Applicants must also have had EXED 330 or EXED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.
- Submission of qualifying GAP and GRE scores (minimum GAP of 2200 and minimum GRE Analytical Writing Score of 3.5).

Admission to the Advanced Certification Concentration requires the following:

- WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility\* with the application.
- Graduate of a Kentucky Higher Education Institution Other Than WKU: Applicants who completed their initial

To be considered for admission, applicants must:

- **Document completion of a bachelor's degree from an accredited institution.**
- Have completed EXED 330 or EXED 516 or an equivalent introductory special education course prior to entering the MAT program or complete EXED 516 as a program deficiency.
- **Present a letter of application including a professional goals statement.**
- Provide three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate program.
- **Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).**
- **Submit documentation to satisfy all criteria for admission to professional education.**

**Application Deadline Notes:**  
**For priority consideration:**  
**Applicants should submit application materials to graduate studies by the following dates:**

**Summer Admission: March 1;**  
**Fall Admission: May 1;**  
**Spring Admission: November 1**

**Applicants submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in**

To be considered for admission, applicants must:

- WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility\* with the application.
- Graduate of a Kentucky Higher Education Institution Other Than WKU: Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA\* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility\*\* with the application.
- Graduate of an Out-of-State Institution of Higher Education: Applicants who completed their initial certification program at an out-of state institution must have earned at least a 2.75\* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a

<p>certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.</p> <ul style="list-style-type: none"> <li>• <u>Graduate of an Out-of-State Institution of Higher Education:</u> Applicants who completed their initial certification program at an out-of-state institution must have earned at least a 2.75* GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.</li> </ul> <p>*Applicants with undergraduate degrees from all other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or Statement of Eligibility* with the application.</p> <p>**Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they</p>	<p><b>time for admission for the upcoming term nor that course space will be available.</b></p>	<p>copy of the teaching certificate or Statement of Eligibility** with the application.</p> <p>*Applicants with undergraduate degrees from all other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or Statement of Eligibility* with the application.</p> <p>**Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p>
--	---	---

<p>must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p>		
<p><b>Program Completion Requirements</b></p>	<p><b>Program Completion Requirements</b></p>	<p><b>Program Completion Requirements</b></p>
<p>Program completion requirements for the Initial Certification Concentration are as follows:</p> <p>Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement.</p> <p>Program completion requirements for the Advanced Certification Concentration are as follows:</p> <ul style="list-style-type: none"> <li>• Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue.</li> <li>• Candidates must have at least a 3.0 GPA overall and in the program.</li> </ul>	<p>Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement.</p>	<p>Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue.</p>

**4. Rationale for the proposed program change:**

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master’s level for programs leading to initial certification in Interdisciplinary Early Childhood Education Birth to Primary. A new degree type, the Master of Arts in Teaching, has been developed and approved for initial certification programs at

the master's level, so the present initial certification concentration should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.

- The current concentration that leads to initial certification will be moved to the new MAT. Therefore, the initial certification concentration Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification program will be moved and the name of the program under the MAT will be Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification.
- The current current concentration that leads to advanced certification will continue to lead to the Master of Arts in Education. Since the initial certification concentration will be moved to the new MAT, the program title will be revised to Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders.
- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level.
- For those seeking initial certification in IECE, the specialized content of serving young children with and without disabilities, and their families, is the focus of this proposed program. The curriculum is intended to address the specific needs of these children and families. The option of an action research course in teacher education will provide students with the content knowledge to examine their professional practices.

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

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

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

School of Teacher Education: 10/14/2011

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Proposal Date: 10/14/2011

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

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-6105 or 5-4014

**1. Identification of program:**

- 1.1 Current program reference number: 0437
- 1.2 Current program title: Special Education: Learning and Behavior Disorder LBNC Concentration; Alternative Route To Teacher Certification/Initial Certification
- 1.3 Credit hours: 39

**2. Identification of the proposed program changes:**

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Delete the Initial Certification Special Education concentration (LBNC) from the Master of Arts in Education degree program
- Change the program title: Special Education Initial Certification: Learning and Behavior Disorders (LBD)
- Revise admission requirements
- Revise curriculum

**3. Detailed program description:**

<b>CURRENT PROGRAM Master of Arts in Special Education – Learning and Behavior Disorders #0437</b>	<b>PROPOSED PROGRAM Master of Arts in Special Education – Learning and Behavior Disorders (LBD) #0437</b>	<b>PROPOSED PROGRAM Master of Arts in Teaching Special Education Initial Certification: Learning and Behavior Disorders (LBD)</b>
<b>Program Description</b>	<b>Program Description</b>	<b>Program Description</b>
<p>Master of Arts in Special Education □ Learning and Behavior Disorders, Ref. #0437 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: <a href="http://www.wku.edu/stc">http://www.wku.edu/stc</a>. This program is designed to develop Teacher Leaders who can</p>	<p>Master of Arts in Special Education □ Learning and Behavior Disorders, Ref. #0437 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: <a href="http://www.wku.edu/stc">http://www.wku.edu/stc</a>. This program is designed to develop Teacher Leaders who</p>	<p>The Special Education Initial Certification in Learning and Behavior Disorders program, which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD and who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This option is for those individuals with no prior teaching certification in</p>

<p>positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Special Education program area, <u>offers courses and experiences for initial preparation of Special Education teachers</u> and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders are offered within the MAE in Special Education LBD:</p> <ul style="list-style-type: none"> <li>• <u>LBNC: Initial Certification in LBD including Alternate Route to Teacher Certification in LBD.</u></li> <li>• LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area other than Special Education LBD.</li> </ul>	<p>can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Special Education program area, <u>offers courses and experiences for initial preparation of Special Education teachers</u> and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The concentration leading to certification and/or advanced course work in Learning and Behavior Disorders is offered within the MAE in Special Education LBD:</p> <p>LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area including special education LBD and/or MSD.</p> <p>Within the LBOC concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the</p>	<p>any area. <b>This 36 hour program consists of coursework in induction to the profession of special education; the diagnosis and assessment of learning and behavioral disabilities; prescriptive teaching; managing behavioral disorders and positive behavior supports; research in special education and; special education law.</b> If a student is currently employed or has verification of employment from a school district, the student is eligible for the Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching-like internship experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before enrolling in the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.</p>
--	--	---



<p>• LBLB: Advanced Preparation in LBD for those with prior certification in LBD. Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration are based upon their current teaching certification or lack thereof. Students in all concentrations will complete specialization and elective courses, as well as a core of common courses, based upon their certification status, educational background, and career goals. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher</p>	<p>College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration are based upon their current teaching certification or lack thereof. Students in all concentrations will complete specialization and elective courses, as well as a core of common courses, based upon their certification status, educational background, and career goals. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).</p>	
--	--	--

<p>certification, students must document that they have received passing score(s) on the required Praxis II examination(s).</p>		
<p><b>Admission Requirements</b></p>	<p><b>Admission Requirements</b></p>	<p><b>Admission Requirements</b></p>
<p>Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must meet the requirements for admission into the MAE programs in Special Education and the College of Education and Behavioral Sciences.</p> <p><u>Admission to the LBNC Initial Certification Concentration</u> requires the following:</p> <ul style="list-style-type: none"> <li>• Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).</li> <li>• EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work</li> </ul>	<p>The advanced Certification Concentration, or LBOC, requires the following:</p> <ol style="list-style-type: none"> <li>1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</li> <li>2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</li> <li>3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</li> </ol> <p>*Kentucky applicants whose certificates have expired may be</p>	<p><b>To be considered for admission, applicants must:</b></p> <ul style="list-style-type: none"> <li>• <b>Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution.</b></li> <li>• <b>Present a letter of application (including professional goals).</b></li> </ul> <p><b>Document a cumulative</b></p> <ul style="list-style-type: none"> <li>• <b>overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).</b></li> <li>• <b>Submit documentation to satisfy partial criteria for admission to professional education including references; physical including TB test; signed code of ethics; criminal background check and meet testing requirements.</b></li> <li>• <b>Students who have not had an introductory level special education course within the past ten years, must complete EXED 516 The Exceptional Child</b></li> </ul>

<p>(undergraduate and graduate) and meet all other requirements for admission to teacher education; and</p> <ul style="list-style-type: none"> <li>• Submit an admission portfolio to the Exceptional Education faculty. Details regarding the requirements for the admission portfolio may be found on the program website.</li> <li>• Exhibit acceptable teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.</li> <li>• All admissions materials must be received by March 1 for admission to the summer terms or May 1 for admission to the fall term for priority consideration.</li> </ul> <p>Admission Requirement Exceptions:</p> <ul style="list-style-type: none"> <li>• Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following:       <ol style="list-style-type: none"> <li>1. a letter of application that explains why they should be exempt from the GRE;</li> <li>2. a written philosophy of education;</li> </ol> </li> </ul>	<p>admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p><b>Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education Initial Certification: Learning and Behavior Disorders MAT program, students should submit application materials to graduate studies by the following dates:</b></p>	<p><b>Perspectives and Issues, as a deficiency prior to enrollment in any of the MAT courses for Special Education</b></p> <p><b>Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education Initial Certification: Learning and Behavior Disorders MAT program, students should submit application materials to graduate studies by the following dates:</b></p> <p><b>Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1</b></p> <p><b>Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.</b></p>
--	---	--

<p>3. two references from faculty members that detail their potential as graduate students; and</p> <p>4. two references from public school teachers and/or administrators that address their dispositions to teach.</p> <ul style="list-style-type: none"> <li>• Students who are graduates of an accredited college or university and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: <ol style="list-style-type: none"> <li>1. a letter of application that explains why they should be exempt from the GRE;</li> <li>2. a philosophy of education;</li> <li>3. two references from faculty members that detail their potential as graduate students; and</li> <li>4. two references from public school teachers and/or administrators that address their dispositions to teach.</li> </ol> </li> <li>• Students who are graduates from an accredited college or university with a master's degree and have a graduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following:</li> </ul>	<p><b>Summer Admission: March 1; Fall Admission: May 1; Spring Admission: November 1</b></p> <p><b>Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.</b></p>	
--	--	--

1. a letter of application that explains why they should be exempt from the GRE;
2. a philosophy of education;
3. two references from faculty members that detail their potential as graduate students; and
4. two references from public school teachers and/or administrators that address their dispositions to teach.

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

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

<p>3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and</p>		
---	--	--

graduate) or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.		
<b>Degree Requirements</b>	<b>Degree Requirements</b>	<b>Degree Requirements</b>
<p><u>Degree Requirements Program Completion Requirements for the Initial Certification Concentration (LBNC) are as follows:</u> Candidates must successfully complete 6 hours in EXED 590 Internship in Special Education (course grade of C or higher), the capstone experience for the program, and must submit an acceptable Teacher Work Sample as the culminating performance assessment for the internship course and for the program.</p> <p>Program Completion Requirements for the Advanced Concentrations of LBOC and LBLB are as follows: • Candidates must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue . • Candidates must achieve a minimum 3.0 cumulative GPA overall</p>	<p>Program Completion Requirements for the Advanced Concentration of LBOC are as follows:</p> <ul style="list-style-type: none"> <li>• Candidates must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue</li> <li>• Candidates must achieve a minimum 3.0 cumulative GPA overall and in program course work.</li> </ul> <p>Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on</p>	<p><b>Introduction to Professional Education:</b> EXED 515: Education of Exceptional Children (3 hours)</p>

<p>and in program course work. Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations □ 18 hours EXED 518 Issues in Behavior Management (3 hours) EXED 530 Advanced Assessment Techniques (3 hours) EXED 531 Advanced Prescriptive Teaching (3 hours) EXED 532 Families, Professionals, and Exceptionalities (3 hours) EXED 533 Seminar: Curriculum in LBD (3 hours) EXED 630 Special Education Law (3 hours) Other specific courses related to each individual concentration are required in addition to these core courses for each concentration.</p>	<p>dispositions. Additional course work may be required based on the assessment results.</p>	
<p>Initial Certification Concentration (LBNC) The MAE in LBD, Initial Certification or LBNC, is for individuals who are seeking initial certification in LBD and who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This 39-hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive</p>	<p><b>Teacher Leader Professional Education Core Courses: (9-16 hours)</b> TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) TCHL 540 Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 Student Assessment II: Standardized Testing (1 hour) TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) NOTE: <i>TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses. If</i></p>	<p><b>Educational Technology:</b> LME 535: Survey of Educational Technology Practices (3 hours)</p>



<p>teaching, transition service programming, research in Special Education, and content areas. This option is for those individuals with no prior teaching certification in any area and who may or may not be currently employed as a teacher of students with Learning and Behavior Disorders. If a student is currently employed or has verification of employment from a school district, the student is eligible for the Alternate Route to Certification. This includes eligibility for the Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before beginning the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning</p>	<p><i>students pass proficiency evaluations for one of the above courses, the course must be replaced with another course not on the program of studies.</i></p>	
	<p><b>Specialization Component for Advanced (LBOC) certification concentration (18 hours):</b>  EXED 518 Issues in Behavior Management (3 hours)  EXED 530 Advanced Assessment Techniques (3 hours)  EXED 531 Advanced Prescriptive Teaching (3 hours)  EXED 532 Families, Professionals, and Exceptionalities (3 hours)  EXED 533 Seminar: Curriculum in LBD (3 hours)  EXED 630 Special Education Law (3 hours)  <b>Internship:</b>  EXED 590 Advanced Internship in Exceptional Education (3 hours)  (Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders if they are seeking to add additional certification)</p>	<p><b>Educational Psychology:</b>  PSY 510: Advanced Educational Psychology (3 hours)</p> <p><b>Diversity &amp; Classroom Management:</b>  EXED 518: Seminar: Contemporary Challenges in Special Education (3 hours)</p> <p><b>Assessment:</b>  EXED 530: Advanced Assessment Techniques (3 hours)</p> <p><b>Literacy Component:</b>  LTCY 519: Foundations of Reading Instruction (3 hours)</p> <p><b>Research Skills:</b>  EXED 534: Research in Exceptional Child Education (3 hours)</p> <p><b>Content Methods Course:</b>  EXED 533 Seminar: Curriculum for Learning and Behavior Disorders (3 hours)</p> <p><b>Internship:</b>  EXED 590 Advanced Internship in Exceptional Education (6 hours)  (Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an</p>

<p>and Behavior Disorders in the state of Kentucky.  Core courses for Initial (LBNC) and Advanced (LBOC and LBLB) certification concentrations □ 18 hours  EXED 518 Issues in Behavior Management (3 hours)  EXED 530 Advanced Assessment Techniques (3 hours)  EXED 531 Advanced</p>		<p>internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders)</p>
		<p><b>Program Specific Electives:</b>  EXED 531 Advanced Prescriptive Teaching (3 hours)  EXED 630 Special Education Law and Finance (3 hours)</p>
	<p><b>Total Program Hours: 30-37</b></p>	<p><b>Total Program Hours: 36</b></p>

Prescriptive Teaching (3 hours)  
EXED 532 Families, Professionals, and Exceptionalities (3 hours)  
EXED 533 Seminar: Curriculum in LBD (3 hours)  
EXED 630 Special Education Law (3 hours)

LBNC Course

Requirements □ 21 hours  
EDFN 500 Research Methods (3 hours)  
EXED 515 Education of Exceptional Children (3 hours)  
EXED 516 Exceptional Child: Perspectives and Issues (3 hours)  
LTCY 519 Foundations of Reading Instruction (3 hours)  
EXED 590 Internship in Special Education (6 hours) Advisor Approved Content Elective (3 hours)  
Total program hours for LBNC: 39

Advanced Certification Concentrations (LBOC and LBLB) These concentrations within the MAE Special Education LBD program lead to advanced preparation for those holding initial certification in Special Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who:  
1. Hold certification in any

area other than Special Education (LBOC); OR  
2. Hold Special Education LBD or MSD certification (LBLB).

Within the advanced preparation LBD concentrations, students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required. Successful completion of

an action research capstone project is required. A GPA of 3.0 or higher in all graduate coursework is required, with no grade lower than a C.

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

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-

related or content courses.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth consistent with the goals of each candidate and related to serving students with Learning and Behavioral Disorders.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

Professional Education  
Core □ 9-16 hours

TCHL 500 Foundations  
of Teacher Leadership (3  
hours)

TCHL 530 Curriculum  
Development (3 hours)

TCHL 540 Classroom  
Instruction: Instructional  
Strategies (1 hour)

<p>TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)</p> <p>TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)</p> <p>TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)</p> <p>TCHL 554 Student Assessment II: Standardized Testing (1 hour)</p> <p>TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)</p> <p>TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)</p> <p>Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical</p>	
--	--

Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions.  
Additional course work may be required based on the assessment results.

Specialization Component  
EXED 518 Issues in Behavior Management (3 hours)  
EXED 530 Advanced Assessment Techniques (3 hours)  
EXED 531 Advanced Prescriptive Teaching (3 hours)  
EXED 532 Families, Professionals, and Exceptionalities (3 hours)  
EXED 533 Seminar: Curriculum in LBD (3 hours)  
EXED 630 Special Education Law (3 hours)  
EXED 590 Internship in Exceptional Education (3 hours)  
\*EXED 534 Seminar: Research in Special Education (3 hours optional course in addition to Specialization Component See note below)  
\*Students may choose to take EXED 534 Seminar: Research in Special Education if approved by advisor and appropriate for future educational and career goals of the student.  
Total program hours for LBOC and LBLB concentrations: 30-37



<p>Program Completion Requirements Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p>	
---	--

**4. Rationale for the proposed program change:**

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master’s level for programs leading to initial certification in Special Education: Learning and Behavior Disorders. A new degree type, the Master of Arts in Teaching (MAT), has been developed and approved for initial certification programs at the master’s level, so the present initial certification concentrations, including the alternate route to certification programs, will be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the program currently known as Special Education: Learning and Behavior Disorder LBNC Concentration; Alternative Route To Teacher Certification/Initial Certification will be moved and the name of the program under the MAT will be Special Education Initial Certification: Learning and Behavior Disorders or SPED INIT CERT: LBD as an abbreviation.
- A review of similar MAT programs of WKU benchmark universities reported admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master’s degree level as well as the Educational Professional Standards Board’s and the Kentucky Department of Education’s regulations.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. Students in the Master of Arts in Teaching (MAT) will be seeking initial certification. Although they presumably possess the content knowledge of their certification areas in some content areas, they lack the pedagogical knowledge and skills. For those seeking initial certification in special education, the specialized content of serving students with disabilities is the focus of this proposed program. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2012

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

School of Teacher Education: 10/14/2011

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_