

CEBS CURRICULUM COMMITTEE
3:00 pm – March 1, 2016
GRH 3073

I. Approval of Minutes of the February 2, 2016 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Educational Administration, Leadership and Research - EDD Program

1. Revise Course – EDLD 794, Educational Leadership Seminar

Psychology Department

1. Revise Program – 092, Psychology, Master of Arts

School of Teacher Education

1. Create New – Certificate Program – Advanced Behavior Management Certificate
2. New Course – SPED 501, Introduction to Applied Behavior Analysis
3. New Course – SPED 502, Positive Behavior Supports
4. New Course – SPED 503, Behavior Assessment
5. New Course – SPED 504, Effective Instruction to Improve Behavior
6. New Course – SPED 505, Ethics Surrounding Behavior Issues

III. **Other Business**

Discussion on how pre-proposals for programs are processed.

**Revise a Course
(Action)**

Date: 2/2/2016

College, Department: College of Education & Behavioral Sciences, EDD Program

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of course

- 1.1 Course prefix (subject area) and number: EDLD 794
- 1.2 Course title: Educational Leadership Seminar

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type: Pass/Fail (based on instructor's discretion) or A-F; IP
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: As the original course proposal rationale described, *this seminar course allows the Educational Leadership Doctoral Program the flexibility to offer students opportunities to learn about variable specialized topics and current trends in educational leadership. Also, the course provides opportunities for interested WKU faculty across the campus to share an area of expertise with EdD students that may be of variable interest.* With a course of such broad intent and flexibility, it is likely that various instructors of these special seminars might have differing goals/objectives and, thus, prefer maximum grading options.

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

EDD Leadership Council

02/03/2016

CEBS College Curriculum Committee

Professional Education Council (if applicable)

NA

Graduate Council

University Senate

**Revise a Program
(Action)**

Date: 2/10/2016

College: College of Education and Behavioral Sciences

Department: Psychology

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114

1. Identification of program:

1.1 Reference number: 092

1.2 Program title: Psychology, Master of Arts

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>Program Requirements (48 hours)</p> <p>The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence</p>	<p>Program Requirements (48 hours)</p> <p>The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence</p>

<p>(PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662).</p> <p>Practicum/internship sites may have additional requirements before allowing students to complete placements; these might include, but are not limited to, vaccinations, additional background checks, and health screenings.</p> <p>Methods and Statistics</p> <p>PSYS 510 Advanced Research Methods in Psychology 3</p> <p>or EDFN 500 Research Methods</p> <p>PSYS 518 Statistics and Psychometric Theory 3</p> <p>or EDFN 501 Educational Statistics</p> <p>Science of Behavior</p> <p>PSY 511 Psychology of Learning 3</p> <p>or PSYS 533 Advanced Topics in Cognition</p> <p>PSY 646 Social Psychology for Applied Practice 3</p> <p>or PSYS 552 Advanced Social Psychology</p> <p>PSYS 567 Advanced Physiological Psychology 3</p> <p>Scientific Writing</p> <p>PSY 599 Thesis Research 6</p> <p>Ethics</p> <p>PSY 541 Professional Issues and Ethics in Psychology 3</p> <p>Practicum and Internship</p> <p>PSY 662 Practicum in Psychology 3</p> <p>PSY 562 Practicum in Psychological Assessment 3</p> <p>PSY 592 Psychology Internship 3</p> <p>Clinical Courses</p> <p>PSY 560 Assessment of Individual 3</p>	<p>(PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662).</p> <p>Practicum/internship sites may have additional requirements before allowing students to complete placements; these might include, but are not limited to, vaccinations, additional background checks, and health screenings.</p> <p>Methods and Statistics</p> <p>PSYS 510 Advanced Research Methods in Psychology 3</p> <p>or EDFN 500 Research Methods</p> <p>PSYS 518 Statistics and Psychometric Theory 3</p> <p>or EDFN 501 Educational Statistics</p> <p>Science of Behavior</p> <p>PSY 511 Psychology of Learning 3</p> <p>or PSYS 533 Advanced Topics in Cognition</p> <p>PSY 646 Social Psychology for Applied Practice 3</p> <p>or PSYS 552 Social Psychology</p> <p>PSY 651 Clinical Neuropsychology for the Applied Psychologist 3</p> <p>or PSYS 567 Advanced Physiological Psychology</p> <p>Scientific Writing</p> <p>PSY 599 Thesis Research 6</p> <p>Ethics</p> <p>PSY 541 Professional Issues and Ethics in Psychology 3</p> <p>Practicum and Internship</p> <p>PSY 662 Practicum in Psychology 3</p> <p>PSY 562 Practicum in Psychological Assessment 3</p> <p>PSY 592 Psychology Internship 3</p> <p>Clinical Courses</p>
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	Intellectual Functioning:Theories and Issues		PSY 560	Assessment of Individual Intellectual Functioning:Theories and Issues	3
PSY 640	Psychopathology	3	PSY 640	Psychopathology	3
PSY 641	Theories of Psychotherapy	3	PSY 641	Theories of Psychotherapy	3
PSY 660	Assessment of Personality and Socio-Emotional Functioning	3	PSY 660	Assessment of Personality and Socio-Emotional Functioning	3
PSY 520	Individual Differences and Human Diversity	3	PSY 520	Individual Differences and Human Diversity	3
Total Hours		48	Total Hours		48

4. **Rationale: The focus of our program is applied practice and students will benefit professionally from learning about applications of Clinical Neuropsychology. The new course is customized to focus on the needs of practitioners. We are leaving the PsyS course as an option for the occasional student with scheduling issues.**
5. **Proposed term for implementation: Fall 2016**
6. **Dates of committee approvals:**

Department	<u>2/19/16</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Certificate Program - Create New
(Action)**

Date: November 13, 2015

College: College of Education and Behavior Sciences

Department: School of Teacher Education/ Department of Special Education

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

1. Identification of program:

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

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

CEC Advanced Preparation Standard 1

Assessment

Knowledge and Skills

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

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

CEC Advanced Preparation Standard 3

Programs, Services, and Outcomes

Knowledge and Skills

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

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

CEC Advanced Preparation Standard 4

Research & Inquiry

Knowledge

ASCI4 K1	Evidence-based practices validated for specific characteristics of learners and settings.
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ASCI4 S1	Identify and use the research literature to resolve issues of professional practice.
ASCI4 S2	Evaluate and modify instructional practices in response to ongoing
ASCI4 S3	Use educational research to improve instruction intervention strategies, and curricular materials.

CEC Advanced Preparation Standard 5

Leadership and Policy

Knowledge and Skills

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

ASCI5 K6	Responsibilities and functions of school committees and boards
ASCI5 S1	Promote a free appropriate public education in the least restrictive
ASCI5 S2	Promote high expectations for self, staff, and individuals with exceptionalities
ASCI5 S3	Advocate for educational policy within the context of evidence-based practices.
ASCI5 S4	Mentor teacher candidates, newly certified teachers and other colleagues.

CEC Advanced Preparation Standard 6

Professional and Ethical Practice

Knowledge and Skills

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

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

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

3. Rationale:

3.1 Reason for developing the proposed certificate program: Problem behaviors in schools have consistently been identified as a key concern for school districts with teachers and school personnel often requesting assistance on issues related to behavior and classroom management (Rose & Gallup, 2005). The results from the TELL Kentucky: Teaching, Empowering, Leading and Learning survey on Teacher Retention (2013) show, *managing student conduct* was a key factor in middle grade Kentucky teachers on whether or not they would stay in the profession. Across the state and country, many programs designed to explicitly address behavior management are found in special education or psychology programs, thus inadvertently excluding general education teachers and related services professionals. The proposed fifteen-credit course sequence will provide high quality instruction in behavior management strategies for school-aged children across multiple settings. A workforce more prepared to effectively

implement positive behavior strategies will likely improve personnel retention, safety in school and other settings, and lead to positive child outcomes.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The proposed certificate program will be an expansion of the programs taught within the special education department. It will allow candidates to have a more in-depth study of positive behavior strategies and will be open to candidates with a variety of educational backgrounds. Currently, there are no existing programs of this type in the department. The courses will be taught by existing faculty members and will be offered in the summer and winter terms.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The Psychology department in the College of Education and Behavior Sciences (CEBS) offers courses examining student behavior, but does not have a certificate similar to that which we are proposing. The Psychology Department was invited to share courses that candidates may take to in their department that would correspond with the courses in the certificate program. Two courses could be cross listed PSY 511, *Psychology in Learning* and PSY 519, *Psychological Perspectives on Classroom Behavior*. The Psychology department does not offer a similar certificate program. We examined other programs in CEBS, College of Health and Human Services, and Ogden College to determine whether there were any similar programs existing in other departments and there are not.
- 3.4 Projected enrollment in the proposed certificate program: Based on inquiries, we anticipate enrollment of 15-20 candidates per year. The interest level in the courses, as indicated by WKU student teachers and first year teachers, indicates that this number will increase over the next several years.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): University of Louisville has a Master's degree program to be a licensed behavior analyst, which requires eight courses and a 1500 hour practicum. The WKU program will be for individuals not wishing to become a licensed behavior analyst, but still interested in pursuing coursework in behavior management. Other colleges in Kentucky and across the United States provide behavior management coursework, but house it within a special education or psychology department, thus limiting it to people in those majors (University of Kentucky, Vanderbilt University, University of the Cumberlands). This certificate is unique within our Service Area.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: *Western Kentucky University (WKU) prepares candidates of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.* The proposed certificate program is in response to an identified area of need in our state and community and will allow our candidates to be more successful and productive in their chosen fields. Additionally, *WKU enriches the quality of life for those within its reach* and this certificate program will result in higher quality professionals staffing schools and community programs. This is a socially responsive service to our state as well as to our children. Ultimately, the children of the Commonwealth benefit.

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

4. Admission Criteria:

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

5. Curriculum:

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

6. Budget implications:

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

7. Term of implementation:

- Summer, 2016

8. Dates of committee approvals:

Department

12/09/15

College Curriculum Committee

Office of Academic Affairs (if ≥18 hour program)

Professional Education Council (if applicable)

Graduate Council Curriculum Committee

Graduate Council

University Senate

Board of Regents

Create a New Course (Action)

Date: November 13, 2015

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

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 501
- 1.2 Course title: Introduction to Applied Behavior Analysis
- 1.3 Abbreviated course title: Intro ABA
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (**yes** or no) for total of 3 hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: none
- 1.9 Corequisites: none
- 1.10 Course description: This course provides an introduction to the concepts, theories and principles of applied behavior analysis. The focus is on the conceptual and scientific foundations of behavior.
- 1.11 Course cross-list: PSY 511, *Psychology of Learning*

2. Rationale:

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

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/lab
- 3.2 Learning Outcomes: The learning outcomes and content are aligned with the standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).
 - Describe and understand the basic principles of behaviorism, applied behavior analysis, and operant conditioning.
 - Understand how to increase behaviors through processes such as differential reinforcement, shaping, chaining, and self-management techniques.
 - Understand how to decrease behaviors through processes such as time-out, punishment, and extinction.

- Understand the role of environmental factors in the occurrence of behavior.
- Understand and identify the possible functions of behavior

3.3 Content outline:

- Theory and history of behaviorism and applied behavior analysis
- Basic principles of operant and respondent conditioning
- Principles of how to change behaviors, such as reinforcement, extinction and punishment
- The role of environmental variables of behavior
- Theories and methodologies of teaching and learning (ASCI3 K2)
- Identify and use the research literature to resolve issues of professional practice (ASCI4 S3)

3.4 Student expectations and requirements: Candidates will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on the acquisition of basic principles and concepts, so candidates will be expected to take four quizzes and one final exam. Additional projects in the form of discussion board posts, papers, and reflections may also be required.

3.5 Tentative texts and course materials:

Cooper, J. O., Heron, T.E. & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty will teach summer or winter term for SPED 501 or the current listed offering of PSY 511
- 4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. Term for implementation: Summer, 2016

6. Dates of committee approvals:

Department	12/09/15
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: November 13, 2015

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

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 502
- 1.2 Course title: Positive Behavior Supports
- 1.3 Abbreviated course title: Pos Beh Sup
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (**yes** or no) for total of 3 hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: SPED 501 or PSY 511
- 1.9 Corequisites: none
- 1.10 Course description: This class will focus on methods and models of positive behavior management in group settings for school-aged learners.
- 1.11 Course cross-list: PSY 519 *Psychological Perspectives on Classroom Behavior*

2. Rationale:

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

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes: The learning outcomes and content are aligned with the standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).
 - Identify and describe the current models of classroom management at local, state, and national levels.
 - Identify specific classroom management techniques to improve behavior, such as group contingencies, token economies, behavior contracts, and self-monitoring.
 - Identify evidence-based practices to improve classroom management.
 - Distinguish between school-wide, class-wide, and individual behavior strategies.
- 3.3 Content outline:

- Effects of the cultural and environmental milieu of the child and the family on behavior and learning (ASCI K1)
- Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences (ASCI S1)
- Developmentally appropriate strategies for modifying instructional methods and the learning environment (ASCI 3 K6)
- Specific procedures for increasing desired behaviors, such as token economies, behavior contracts, group contingencies, and preference and choice
- Specific procedures for decreasing undesired behaviors, such as time-out, restraint, and extinction

3.4 Student expectations and requirements: Candidates will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying and understanding various classroom management techniques, so candidates will be assessed through research papers, cases study analyses and short answer assignments.

3.5 Tentative texts and course materials:

Hall, J. A., & Scheurmann, B. K. (2012) *Positive behavioral supports for the classroom* (2nd ed).

Kerr, M. M & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classroom*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Vitto, D. (2003). *Relationship-driven classroom management*. Thousand Oaks, CA: Corwin Press, Inc.

4. Budget implications:

4.1 Proposed method of staffing: Existing faculty in summer or winter term for SPED 502

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

5. Term for implementation: Winter, 2017

6. Dates of committee approvals:

Department	12/09/15
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: November 13, 2015

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

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 503
- 1.2 Course title: Behavior Assessment
- 1.3 Abbreviated course title: Beh Assess
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (**yes** or no) for total of 3 hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: SPED 501 of PSY 511
- 1.9 Corequisites: none
- 1.10 Course description: This class will focus on how to accurately define, assess and measure behavior and learn how to conduct a function-based assessment.
- 1.11 Course equivalency: There are currently no equivalent courses.

2. Rationale:

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

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/lab
- 3.2 Learning Outcomes: The learning outcomes and content are aligned with standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>)
 - Understand different data collection methods used when measuring behavior such as frequency, rate, latency, duration, and inter-response time.
 - Develop a visual representation of the collected data (i.e. graph).
 - Understand the key steps needed to take to conduct an FBA
 - Conduct an FBA and write recommendations
- 3.3 Content outline:
 - Variety of methods for assessing and evaluating the performance of individuals with exceptionalities (ASCI1 K2)
 - Evaluate an individual's success in the general education curriculum (ASCI1 K4)
 - Report the assessment of individual's performance and evaluation of instructional programs (ASCI1 S4)

- Use a variety of data collection methods, such as frequency, duration, rate and latency recording
- Visually represent data in tables or graphs
- Learn the steps of a functional-behavior assessment, including direct observation, interview, and manipulation of environmental variables
- Design and use methods for evaluating existing programs (ASCI 1 S1)

3.4 Student expectations and requirements: Students will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This class will focus on the development of FBAs, so the student will be expected to work with a child with behavior problems and conduct an FBA and write up general recommendations.

3.5 Tentative texts and course materials:

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

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from special education in summer or winter term
- 4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. Term for implementation: Winter, 2017

6. Dates of committee approvals:

Department	12/09/15
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: November 13, 2015

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

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 504
- 1.2 Course title: Effective Instruction to improve behavior
- 1.3 Abbreviated course title: Eff Inst
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (**yes** or no) for total of 3 hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: SPED 501 of Psy 511
- 1.9 Corequisites: none
- 1.10 Course description: This course examines how evidence-based instructional practices can be used to improve academics, social skills, functional skills, and behaviors.
- 1.11 Course equivalency: none

2. Rationale:

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

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes: The learning outcomes and content are aligned with standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>)
 - Identify evidence-based practice and curricula that are high quality and can be used for students with behavior problems.

- Identify teacher behavior associated with good classroom management, such as providing opportunities to respond, scaffolding instruction, and using assessment to drive instruction.
- Learn the process of developing and implementing Individual Educational Programs and goals specifically addressing behavioral concerns
- Understand the cultural and environmental milieu of the child and family on behavior and learning
- Identify methods for adapting and modifying existing curriculum

3.3 Content outline:

- How to identify and interpret of evidence-based practices in education
- Specific evidence-based practices, opportunities to respond, scaffolding, differentiation, and quality curricula (ASCI4 K1).
- Improve current instructional programs using principles of curriculum development and modification (ASCI3 S3).
- Incorporate essential components into individualized education plans (ASCI3 S3).
- Connect educational standards to specialized instruction (ASCI3 S2)
- Roles of educators in integrated settings (ASCI7 K2)
- Collaborate to enhance opportunities for learners with exceptionalities (ASCI 7 S1).

3.4 Student expectations and requirements: Candidates will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying evidence-based instructional practices. Candidates will be expected to write research papers, engage in blackboard discussions, and create a teaching portfolio. The candidate will also be expected to find a classroom-type setting during which he/she can practice some of the instructional techniques being discussed.

3.5 Tentative texts and course materials:

Marzano, R. J., Pickering, D. J., Pollock, J. E. (2001). *Classroom Instruction that Works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from special education in summer or winter term
- 4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. Term for implementation: Winter, 2016

6. Dates of committee approvals:

Department	12/09/15
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____

Graduate Council
University Senate

Create a New Course (Action)

Date: November 13, 2015

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

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 505
- 1.2 Course title: Ethics Surrounding Behavior Issues
- 1.3 Abbreviated course title: Ethics beh
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (**yes** or no) for total of 3 hours:
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: SPED 501 or Psy 511
- 1.9 Corequisites: none
- 1.10 Course description: This course examines legislation, regulations, court decisions, and ethical standards that impact practice in schools and other agencies for school-age learners.
- 1.11 Course equivalency: none

2. Rationale:

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

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes. The learning outcomes and content are aligned with standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).
 - Describe and understand the guidelines for ethical behavior from organizations associated with school-age learners.
 - Apply the guidelines of ethical behavior to functional-based assessments, instructional principles, classroom teaching, and collaboration.
 - Demonstrate best practices for documenting intervention systems
- 3.3 Content outline:

- Examine the ethical guidelines from national organizations such as the National Association of School Psychologists, Association of Behavior Analysis International, and American Psychological Association (ASCI6 K1)
- Legal rights and responsibilities of individuals, staff, parents/guardians (ASCI6 K2)
- Human rights of individuals with exceptionalities and their families (ASC16 A3)
- Use of ethical and legal discipline strategies (ASCI6 S3)
- Read and understand national and state regulations regarding the use of punishment, seclusion and restraint (ASCI5 K5)
- Promote a free appropriate education in the least restrictive environment (ASCI5 S1)

3.4 Student expectations and requirements: Students will be expected to participate in this online course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying evidence-based instructional practices. Students will be expected to write research papers, engage in case study analyses, and complete short answer exams.

3.5 Tentative texts and course materials:
Most assignments for this course will be scholarly articles.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from special education in summer or winter term
- 4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. Term for implementation: Winter, 2016

6. Dates of committee approvals:

Department	12/09/15
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____