

**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – May 3, 2016**  
**GRH 3073**

- I. Approval of Minutes of the April 19, 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**

School of Teacher Education

1. Revise Course Catalog Listing – EDU 385, Climate, Resources, and Society
2. Revise Program – 0457, MAE in Education: Special Education for Teacher Leaders: LBD
3. Create New Course – EDU 540, Place-Based Social Studies
4. Create New Course – EDU 542, Place-Based Science
5. Create New Course – LTCY 515, Socio-Cognitive Theories of Comprehension
6. Create New Course – SPED 501, Introduction to Applied Behavior Analysis\
7. Create New Course – SPED 502, Positive Behavior Supports
8. Create New Course – SPED 503, Behavior Assessment
9. Create New Course – SPED 504, Effective Instruction to Improve Behavior
10. Create New Course – SPED 505, Ethics Surrounding Behavior Issues
11. Create New Certificate Program – Advanced Behavior Management Certificate
12. Create New Certificate Program – Place-Based Education Certificate

Department of Psychological Science and Department of Psychology

1. Revise Course Prerequisites/Corequisites -PSYS 210/PSY 210, Research Methods in Psychology
2. Revise Course Prerequisites/Corequisites – PSYS 211/PSY 211, Research Methods in Psychology Laboratory
3. Revise Course Prerequisites/Corequisites – PSYS 440/PSY 440, Abnormal Psychology
4. Revise Course Prerequisites/Corequisites – PSYS 481/PSY 481, History of Psychology
5. Revise Course Prerequisites/Corequisites – PSYS 499/PSY 499, Senior Seminar in Psychology

III. **Other Business**

Proposal Date: April 15, 2016

**College Of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Jeanine Huss, 5-2293, Jeanine.huss@wku.edu

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDU 385
- 1.2 Course title: Climate, Resources, and Society

**2. Current course catalog listing:** Discussion of global climate change from a societal and resource perspective. A basic understanding of global climate change and how humans affect such change by studying characteristics such as population size, natural resources, policy, personal behavior, and societal choices.

**3. Proposed course catalog listing: (aim for 25 words or less)**

Discussion of global climate change from a societal and resource perspective; particularly how humans affect global climate change through population size, natural resource use, policy implementation, personal behavior, and societal norms, and vice versa.

**4. Rationale for revision of the course catalog listing:** The revised course listing more clearly conveys the topics of EDU 385. Unexpectedly, this course was taught in the same semester as another climate change course (designed to have a different focus) and, through the courses being taught at the same time, the Department became aware of a need to be clearer in the description of the course due to content confusion by students. The content of EDU 385 remains the same, but the description of the course is changed to reflect the difference between the two courses more accurately.

**5. Proposed term for implementation:** Fall 2016

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

School of Teacher Education

College of Education and Behavioral Sciences Curriculum  
Committee

Undergraduate Curriculum Committee (if applicable)

University Senate

**04/15/2016**

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**Revise a Program  
(Action)**

Date: April 11, 2016  
 College: College of Education and Behavioral Sciences  
 Department: School of Teacher education  
 Contact Person: E. Gail Kirby, 745-3746, gail.kirby@wku.edu

**1. Identification of program:**

- 1.1 Reference number: # 0457
- 1.2 Program title: Master of arts in Education: Special education for Teacher Leaders: Learning and Behavior Disorders

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

- 2.1  title:
- 2.2  admission criteria:
- 2.3  curriculum: Three distinct pathways are defined depending on prior certification type of the applicants.
- 2.4  other:

**3. Detailed program description:**

Existing Program	Revised Program
<p><b>Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)</b></p> <p>The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.</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<sup>1</sup> in LBD or another certifiable area, 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<sup>2</sup> for all previous coursework (undergraduate and graduate) must have or be eligible</li> </ol>	<p><b>Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)</b></p> <p>The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.</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<sup>1</sup> in LBD or another certifiable area, 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<sup>2</sup> for all previous coursework</li> </ol>

for a teaching certificate<sup>1</sup> in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA<sup>2</sup> for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate<sup>1</sup> in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

<sup>1</sup> 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.

<sup>2</sup> Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching

(undergraduate and graduate) must have or be eligible for a teaching certificate<sup>1</sup> in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA<sup>2</sup> for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate<sup>1</sup> in ~~LBD or another~~ any certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

<sup>1</sup> 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.

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certificate must be submitted with the application. GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.

**Program Requirements (31-37 hours)**

Teacher Leader Professional Education Core Courses

- [TCHL 500](#) Foundations of Teacher Leadership 3
- [TCHL 530](#) Curriculum Development 3
- [TCHL 545](#) Classroom Instruction Strategies <sup>1</sup> 3
- [TCHL 555](#) School and Classroom Assessment <sup>1</sup> 3
- [TCHL 559](#) Action Research Design for Teacher Leaders 1
- [TCHL 560](#) Action Research Capstone for Teacher Leaders 3

Specialization Component

- [SPED 518](#) Seminar: Contemporary Challenges in Special Education 3
- [SPED 530](#) Advanced Assessment Techniques 3
- [SPED 531](#) Advanced Prescriptive Teaching 3
- [SPED 532](#) Families, Professionals and Exceptionalities 3
- [SPED 533](#) Seminar: Curriculum for Learning and Behavior Disorders 3
- [SPED 630](#) Special Education Law and Finance 3
- [SPED 595](#) Advanced Preparation Capstone for Special Education <sup>2</sup> 3

Mid-Point Assessment Requirements

To ensure that all students are

Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.

**Program Requirements (31-37 hours)**

Teacher Leader Professional Education Core Courses

- [TCHL 500](#) Foundations of Teacher Leadership 3
- [TCHL 530](#) Curriculum Development 3
- [TCHL 545](#) Classroom Instruction Strategies <sup>1</sup> 3
- [TCHL 555](#) School and Classroom Assessment <sup>1</sup> 3
- [TCHL 559](#) Action Research Design for Teacher Leaders 1
- [TCHL 560](#) Action Research Capstone for Teacher Leaders 3

Mid-Point Assessment Requirements

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for [TCHL 560](#), which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

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 dispositions. Additional course work may be required based on the assessment results.

Total Hours 31-37

<sup>1</sup> [TCHL 545](#) and [TCHL 555](#) are required for all students or the student must pass proficiency evaluations for these courses. [TCHL 500](#), [TCHL 530](#), [TCHL 559](#), and [TCHL 560](#) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

<sup>2</sup> Students must submit a passing score on the Praxis II prior to enrollment in [SPED 595](#) and should take [SPED 595](#) as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement if they are teaching in the subject area and grade level for which they are seeking certification, Students not currently teaching in a setting

Core Specialization Component for all students in the LBD Teacher Leader Program  
9 hours

- [SPED 530](#) Advanced Assessment Techniques 3
- [SPED 630](#) Special Education Law and Finance 3
- [SPED 595](#) Advanced Preparation Capstone for Special Education <sup>2</sup> 3

12 Hours Advanced Certification Pathway for those holding Prior LBD Certification

Required:

- [LTCY 527](#) Literacy Learning and Cultural Differences 3

Electives 9 credits:

- [SPED 531](#) Advanced Prescriptive Teaching 3 FBE\*
- [PSY 540](#) Behavior Problems of Childhood and Adolescence 3
- [GTE 536](#) Nature and Needs of Gifted, Creative, and Talented Students 3 FBE\*
- [IECE 520](#) Organizing PGMS/IECE 3
- [ELED 571](#) Leadership, Math & Tech Ed 3
- [LME 535](#) Survey of Educational Technology Practices 3

12 Hours Advanced Certification Pathway for those holding Prior MSD Certification

- [SPED 533](#) Seminar: Curriculum in LBD 3 FBE\*
- [SPED 531](#) Advanced Prescriptive Teaching 3 FBE\*
- [LTCY 527](#) Literacy Learning and Cultural Differences 3 FBE\*
- [GTE 536](#) Nature and Need of Gifted, Creative, and Talented Students 3 FBE\*
- [EDU 522](#) Fundamentals of Differentiated Instruction 3 FBE\*

serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification.

### **Program Completion Requirements**

- Students must successfully complete [TCHL 560](#) (course grade of C or higher) and present research results in an approved venue.
- Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

LME 535 Survey of Educational Technology Practices 3  
SPED 517 Transitional Services for Individuals with Disabilities 3 FBE\*

Optional elective: Teacher Candidates may take SPED 534: Seminar: Research in Special Education on the suggestion of advisor if it is appropriate for future educational and career goals – this will add an additional 3 hours to the required 37 hour program.

15 Hours Initial Certification Pathway for those holding certification in any area other than Exceptional Education LBD or MSD certification

SPED 517 Transitional Services for Individuals with Disabilities 3 FBE\*  
SPED 51 Seminar: Contemporary Challenges in Special education 3  
SPED 532 Families, Professionals, and Exceptionalities 3 FBE\*  
SPED 533 Seminar: Curriculum in LBD 3 FBE\*

SPED 531 Advanced Prescriptive Teaching 3 FBE\*

Program Hours: 31-37

\*FBE: Field Based Requirement

Note: Deficiency Requirement: Teacher candidates who enter the program without having completed a previous introductory exceptional education (special education) course must take SPED 516: Exceptional Child: Perspectives and Issues. This will add an additional 3 hours to the required total program hours

Total Hours: 34-40

<sup>1</sup> [TCHL 545](#) and [TCHL 555](#) are required for all students or the student must pass proficiency evaluations for these

	<p>courses. <a href="#">TCHL 500</a>, <a href="#">TCHL 530</a>, <a href="#">TCHL 559</a>, and <a href="#">TCHL 560</a> are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p><sup>2</sup> Students must submit a passing score on the Praxis II prior to enrollment in <a href="#">SPED 595</a> and should take <a href="#">SPED 595</a> as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement if they are teaching in the subject area and grade level for which they are seeking certification, Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification.</p> <p><b>Program Completion Requirements</b></p> <ul style="list-style-type: none"> <li>• Students must successfully complete <a href="#">TCHL 560</a> (course grade of C or higher) and present research results in an approved venue.</li> <li>• Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</li> </ul>
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**4. Rationale:** The faculty in special education is revising the program for MAE LBD to include pathways for those already certified in LBD, MSD, and any other certification area. Applicants who are accepted into this program are receiving additional or advance certification in Learning and Behavior Disorders. The Education Professional Standards Board (EPSB) requires that distinction be made in our coursework depending on the type of certification the applicant already holds.

**5. Proposed term for implementation: Fall, 2016**

**6. Dates of committee approvals:**

Department	<b>04/15/2016</b> <hr/>
College Curriculum Committee	<hr/>
Professional Education Council (if applicable)	<hr/>
Graduate Council	<hr/>
University Senate	<hr/>



2.5 Relationship of the proposed course to courses offered in other institutions: I haven't found any similar courses.

**3. Discussion of proposed course:**

3.1 Schedule type: Applied Learning

3.2 Learning Outcomes:

- \* participate in an online learning community
- \* integrate various technologies into the social studies curriculum
- \* involve students in the local community through social studies
- \* use various strategies for integrating social studies instruction with other curricula areas
- \* use local Main Streets to teach concepts in civics, history, economics, and geography

3.3 Content outline:

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

3.4 Student expectations and requirements: field trips to local Main Streets to conduct majority of assignments (e.g., gather historical materials, measure, map, interview, photograph), online discussions from book readings, depict main street through technology, lead service project, examine case studies

3.5 Tentative texts and course materials: Poll, Ryan (2012). *Main Street and Empire: The fictional small town in the age of globalization*. Rutgers University Press.

**4. Resources:**

4.1 Library resources: none needed

4.2 Computer resources: none needed

**5. Budget implications:**

- 5.1 Proposed method of staffing: existing faculty will teach 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 2017**

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

Department/ Unit \_\_\_\_\_

**04/15/2016**

College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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of local resources and environment within the course. ENVE 560 Investigating and Evaluating Environmental Issues gives attention to the identification and evaluation of specific environmental issues, leading to possible service action projects. This course researches a specific environmental issue within the local environment. It does not show various ways of using place as a source of learning about science.

- 2.4 Relationship of the proposed course to courses offered in other departments: SRSC 520 (Community-based Research Methods) introduces action research across different disciplines that apply sustainable, community-based problem solving. The place based science class will not include action research. **GEOG 451G (Geography of Kentucky) discusses** the natural and human resources in Kentucky with special attention to current ecological, social and economic problems. While the Geography of Kentucky does address similar issues, the focus on place-based science will address such topics as school gardening, outdoor classrooms, use of museums and natural areas. **GEOS 543 (Environmental Science Concepts) provides** students a fundamental understanding of the inter-relationship between the science and technical disciplines that contribute to our understanding of the environment as a whole. Place-based science is not intended to solve environmental problems. Place-based science will introduce teachers and students to environmental problems to help with awareness and action towards environmental issues. **SUST 517 (Sustainable Places) examines key features and principles of sustainable places, including advantages of, challenges to, and the importance of governance in creating sustainable places (communities, cities, countries).** Place-based science will not specifically address sustainability. **SUST 514 (Environmental Justice and Public Spaces) studies environmental justice and place, including historical movements and case studies of the uses and misuses of public space and resources. Place-based science will not address issues of environmental justice.**

2.5 Relationship of the proposed course to courses offered in other institutions: Antioch University offers two courses that are similar to the proposed course. EDC 5290 Place-Based Social Studies looks at local history in and out of the classroom. Students do hands-on activities such as oral interviews, writing and art to make connections with social studies learning. The place-based science course focuses on science and how to interest children by learning about their local environment. EDT 5360 Childhood and Nature encourages learning from creating in natural spaces. Playing in nature engages students in understanding their local environment, without the use of textbooks. Place-based science will not address students playing in nature as a form of learning.

### 3. Discussion of proposed course:

3.1 Schedule type: Applied Learning

3.2 Learning Outcomes:

\* participate in an online discussion board

\* integrate various teaching strategies into the science curriculum

- \* connect students with the local community through science
- \* use various strategies for integrating science instruction with other curricula areas
- \* use local places to teach concepts in science education

### 3.3 Content outline:

Culture	Examine how local culture can become part of science. Use Native American stories and pioneer ideas to look at science through a local lens.
Environmental Justice	Examine how place relates to environmental justice. Promote ways to help students deal with local environmental issues.
Ecology	Using places to study local plants, animals, and patterns in nature. Students will learn about local birds, insects, flowers, and trees. Students will also look at patterns in nature.
Health	Use nutrition, exercise and health to understand sense of place.
Energy	Do an energy audit at the school to create a healthier and more energy efficient place to learn.
Local Places	Visit local parks, science museums, zoos, aquariums, hospitals, and weather stations to witness science first-hand.
Assessment	Using a variety of assessment techniques applied to studying place.

- 3.4 Student expectations and requirements: field trips to local places to conduct assignments (e.g., tour school gardens, tour local nature centers, tour local museums, conduct an energy audit of their local school with students, make connections with local farmers markets and farmers for improved health and nutrition), online discussions from book readings, create a unit using place-based science ideas, ,

### 3.5 Tentative texts and course materials:

Buxton, C. (2011). *Place-based science teaching and learning: 40 activities for K-8 classrooms*. New York, NY: SAGE Publications.

Demarest, A. B. (2014). *Place-based curriculum design: Exceeding standards through local investigations*. London, England: Routledge.

Leslie, C. W. (2005). *Into the field: A guide to locally focused teaching*. London, England: Orion Society.

Project Learning Tree. (2006). *Exploring environmental issues: Places we live*. Washington D. C.: American Forest Foundation.

**4. Resources:**

- 4.1 Library resources: existing resources are sufficient
- 4.2 Computer resources: none needed existing resources are sufficient

**5. Budget implications:**

- 5.1 Proposed method of staffing: the course will be offered on a rotating basis and will be part of existing faculty course load. This course may be taught on the bi-term with another course from the Place-Based certificate.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

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

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

School of Teacher Education	<b>04/15/2016</b> _____
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Curriculum Committee	_____
University Senate	_____
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## **Create a New Course (Action)**

Date: April 1, 2016

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

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

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

- 1.1 Course prefix (subject area) and number: LTCY 515
- 1.2 Course title: Socio-Cognitive Theories of Comprehension
- 1.3 Abbreviated course title: Socio-Cog Theories of Compreh (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 0 hours:
- 1.7 Grade type: Standard Letter Grade
- 1.8 Prerequisites: Admission to the Graduate School
- 1.9 Corequisites: None
- 1.10 Course description: A study of cognitive, linguistic, and sociocultural factors that affect reading, including native language, how reading works, and how people make sense of print by viewing the reading process from various theoretical stances.
- 1.11 Course equivalency: None

### **2. Rationale:**

- 2.1 Reason for developing the proposed course:

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

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

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

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

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

### 3. Discussion of proposed course:

3.1 Schedule type: L (Lecture)

3.2 Learning Outcomes:

Graduate students will:

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

3.3 Content outline:

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

3.4 Student expectations and requirements:

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

3.5 Tentative texts and course materials:

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

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

**4. Budget implications:**

4.1 Proposed method of staffing: Existing

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

**5. Term for implementation: Fall 2016**

**6. Dates of committee approvals:**

Department

**04/15/2016**

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

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## **Create a New Course (Action)**

Date: November 13, 2015

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

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

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

- 1.1 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 \_\_0\_\_ 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*. This course can serve as a substitution for students who meet the rigorous requirements of taking a course in the psychology department. PSY 511 focuses on “[t]heories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation.”

### **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 requirements, 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* (2<sup>nd</sup> 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:** Winter, 2017

**6. Dates of committee approvals:**

Department

12/09/2015

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

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## **Create a New Course (Action)**

Date: November 13, 2015

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

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

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

- 1.1 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 \_\_0\_\_ 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. The course description is “[s]trategies and techniques designed for coping with problem behaviors in the classroom. Covers both preventative and problem encounter measures.” 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* (2<sup>nd</sup> ed). Upper Saddle River, NJ: Merrill, Prentice Hall.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. (2009). *Exceptional learners: Introduction to special education* (11th ed.). Boston: Allyn & Bacon.

**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:** Summer, 2017

**6. Dates of committee approvals:**

Department	<u>12/09/20105</u>
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](mailto: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   0   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 how to accurately define, assess and measure behavior and learn how to conduct a function-based assessment.
- 1.11 Course cross-list: PSY 561

### **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: PSY 561 is an upper level Psychology course that focuses on different types of educational assessments. One of the methods they discuss is the FBA, however, our proposed course will be less rigorous than the PSY 561 course and will only target FBAs and not other educational assessments.

### **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* (2<sup>nd</sup> ed.). New York, NY: 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:** Summer, 2017

**6. Dates of committee approvals:**

Department	<u>12/09/2015</u>
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](mailto: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 \_\_0\_\_ 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 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 a 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:

Lane, R. L., Menzies, H. M., Bruhn, A. L., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research based strategies that work*. New York, NY: The Guilford Press.

## 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: Summer, 2017

**6. Dates of committee approvals:**

Department

12/09/2015

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

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## **Create a New Course (Action)**

Date: November 13, 2015

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

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

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

- 1.1 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 \_\_0\_\_ 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:** Summer, 2017.

**6. Dates of committee approvals:**

Department

12/09/20105

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](mailto: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 and improve academic outcomes. 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. The courses are written with content appropriate for varied supervision roles that school personnel working with P-12 students may encounter. There are a number of courses that have similar content in the Psychology Master's program; however, the proposed certificate is created for professionals who are not interested in pursuing a graduate degree in psychology, but are interested in learning about targeted behavior management techniques. This certificate is targeted for these diverse roles.
- 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.
ASCI4 S1	Identify and use the research literature to resolve issues of professional practice.
ASCI4 S2	Evaluate and modify instructional practices
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.
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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 that would correspond with the courses in the certificate program. Three courses were accepted as a good fit with the certificate goals: PSY 511, *Psychology in Learning*, PSY 519, *Psychological Perspectives on Classroom Behavior* and PSY 561, *Advanced Assessment and Education Techniques with PSY 511 and PSY 519 cross listed with SPED 501 and 502*. 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:**

- Winter, 2017

**8. Dates of committee approvals:**

Department	<u>12/09/2015</u>
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	_____

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

Date: April 15, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

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

### **1. Identification of program:**

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

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

### **3. Rationale:**

- 3.1 Reason for developing the proposed certificate program: To encourage more students to enroll in the graduate programs for the Teacher Leader program, we are proposing a new certificate for P-12 educators because a survey of math, science, environmental, and social studies teachers showed over 90% of respondents were interested in a program that provided PBE. The Kentucky Environmental Literacy Plan, approved by the Kentucky Board of Education in 2011, desires an environmental education educator at each school in Kentucky. This program would provide this. Benefits from PBE programs include, more involvement of communities in the education of students; equal relevance in small towns and big cities, and equal effectiveness for kindergarteners and high schools students. PBE fosters students' connection to place and creates vibrant partnerships between schools and communities by encouraging students to take action in their own backyards and communities. PBE encourages students to become environmental stewards by improving social responsibility and citizenship skills, as well as, communication and leadership skills. Most importantly, by making connections with professionals and community members, teachers open the door for learning and career opportunities for their students.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: Within the School of Teacher Education, students can receive a graduate certificate in Environmental Education. Although PBE has its roots in environmental education, it uses the full range of local environments--natural, economic, social, political and cultural--as the foundation for learning.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Through Diversity and Community Studies, students can obtain the Global Pathways to Sustainability graduate certificate that prepares professionals working in organizations and institutions to understand the complex

environmental and social problems and apply community-based solutions. Students also participate in community-based projects. The certificate offers a multidisciplinary study of the environmental, social, and policy dimensions of sustainability. Through the Geology/Geography department, students can obtain the Master's degree in Geoscience. It provides advanced professional training for careers as hydrologists, environmental resource managers, city and regional planners, engineering geologists, geophysical and geochemical geologists, meteorologists and climatologists, earth science teachers, Geographic Information Systems (GIS) specialists, consultants in business and industry, and professional educators. The program also provides a scientific foundation for graduate students who plan to continue advanced studies leading to the Ph.D. The proposed certificate specifically targets educators engaging students in their local communities and encompasses more than sustainability or resource management.

- 3.4 Projected enrollment in the proposed certificate program: Based on the interest from the state-wide survey, projected enrollment is 10 per semester
  - 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): There are currently no place-based certificates offered in Kentucky. CU Denver School of Education & Human Development offers a Place-based Education certificate that focuses on teachers participating in public lands and parks programs. Most university programs that offer place-based certificates focus on environmental stewardship.
  - 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate ties in well with the WKU Mission Statement to "prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society." Place-based learning will help students develop stronger ties to their community, enhance their appreciation for the natural world, and create a heightened commitment to serving as active, contributing citizens.
4. **Admission Criteria:** Admission to the Master's program in Education
  5. **Curriculum:** Students will take EDU 507/GEOS 507 Geographic Concepts and Skills for Teachers, EDU 540 Place-Based Social Studies, EDU 542 Place-Based Science, and ENVE 520 Introduction to Environmental Education.
  6. **Budget implications:** These courses will be offered once per year and will be part of existing faculty load. Two of the four courses are presently offered and included as two professors' course load. These classes could be taught as biterm courses so a student could finish the certificate in one year.
  7. **Term of implementation:** Spring 2017

**8. Dates of committee approvals:**

School of Teacher Education	<b>04/15/2016</b>
CEBS Curriculum Committee	
Office of Academic Affairs (if $\geq 18$ hour program)	
Professional Education Council (if applicable)	
Graduate Council	
University Senate	
Board of Regents	

Proposal Date: 2/10/16

**Ogden College of Science and Engineering and College of Education and Behavioral  
Science  
Department of Psychological Science and Department of Psychology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
  - 1.1 PSYS 210/PSY 210
  - 1.2 Course title: Research Methods in Psychology
- 2. Current prerequisites/corequisites/special requirements:** PSYS or PSY 100 with a grade of “C” or higher. Corequisite: PSYS or PSY 211.
- 3. Proposed prerequisites/corequisites/special requirements:** PSYS/PSY 100 or PSYS 160 with a grade of “C” or higher. Corequisite: PSYS/PSY 211.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 210, which is itself a prerequisite for many of the higher level courses in the major.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

**February 19, 2016**

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Department of Psychology

**April 22, 2016**

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OCSE Curriculum Committee

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CEBS Curriculum Committee

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University Curriculum Committee

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University Senate

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Proposal Date: 2/10/16

**Ogden College of Science and Engineering and College of Education and Behavior Science  
Department of Psychological Science and Department of Psychology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
  - 1.1 PSYS 211/PSY211
  - 1.2 Course title: Research Methods in Psychology Laboratory
- 2. Current prerequisites/corequisites/special requirements:** PSYS or PSY 100 with a grade of “C” or higher. Corequisite: PSYS or PSY 210.
- 3. Proposed prerequisites/corequisites/special requirements:** PSYS/PSY 100 or PSYS 160 with a grade of “C” or higher. Corequisite: PSYS/PSY 210.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 211, which is itself a prerequisite for many of the higher level courses in the major.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

**February 19, 2016**

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Department of Psychology

**April 22, 2016**

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OCSE Curriculum Committee

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CEBS Curriculum Committee

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University Curriculum Committee

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University Senate

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Proposal Date: 2/10/16

**Ogden College of Science and Engineering and College of Education and Behavioral  
Science  
Department of Psychological Science and Department of Psychology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
  - 1.1 PSYS 440/PSY 440
  - 1.2 Course title: Abnormal Psychology
- 2. Current prerequisites/corequisites/special requirements:** Six hours in psychological science and/or psychology, including PSYS or PSY 100, and junior standing or permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** Six hours in psychological science and/or psychology, including PSYS/PSY 100 or PSYS 160, and junior standing or permission of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 440.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

**February 19, 2016**

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Department of Psychology

**April 22, 2016**

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OCSE Curriculum Committee

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CEBS Curriculum Committee

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University Curriculum Committee

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University Senate

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Proposal Date: 2/10/16

**Ogden College of Science and Engineering and College of Education and Behavioral  
Science  
Department of Psychological Science and Department of Psychology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
  - 1.1 PSYS 481/PSY 481
  - 1.2 Course title: History of Psychology
- 2. Current prerequisites/corequisites/special requirements:** Nine hours in Psychology, including PSY 100 or PSYS 100, and junior standing or permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** Nine hours in psychological science and/or psychology, including PSYS/PSY 100 or PSYS 160, and junior standing or permission of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 481.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

**February 19, 2016**

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Department of Psychology

**April 22, 2016**

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OCSE Curriculum Committee

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CEBS Curriculum Committee

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University Curriculum Committee

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University Senate

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Proposal Date: 2/10/16

**Ogden College of Science and Engineering and College of Education and Behavioral  
Science  
Department of Psychological Science and Department of Psychology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
  - 1.1 PSYS 499/PSY 499
  - 1.2 Course title: Senior Seminar in Psychology
- 2. Current prerequisites/corequisites/special requirements:** 12 hours in psychology, including PSY 100/PSYS 100, and senior level classification.
- 3. Proposed prerequisites/corequisites/special requirements:** 12 hours in psychological science and/or psychology, including PSYS/PSY 100 or PSYS 160, and senior level classification.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 499.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

**February 19, 2016**

Department of Psychology

**April 22, 2016**

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

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