

AGENDA
CEBS CURRICULUM COMMITTEE
3:00 pm – October 1st, 2019

- I. Approval of Minutes of the September 3rd, 2019 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this October 1st, 2019 CEBS Curriculum meeting.
- III. **Consent Items**
 1. Proposal to Revise Course Prerequisite/Corequisites- IECE 321- *Family Supports and Services*- Dr. Sylvia Dietrich
 2. Proposal to Revise Course Prerequisite/Corequisites-IECE 324- *Advanced Assessment of Young Children*- Dr. Sylvia Dietrich
 3. Proposal to Revise Course Prerequisite/Corequisites-SPED 331-*Early Childhood Education for Children with Disabilities*- Dr. Sylvia Dietrich
 4. Proposal to Revise Course Title- ID 460- *Teaching and Learning Design*- Dr. Silvie Huang
 5. Proposal to Revise Course Title- ID 470- *Training and teaching Practicum*- Dr. Silvie Huang
 6. Proposal to Revise Course Title- SPED 345- *LBD secondary Methods: Language Arts*- Dr. Dusty Knotts
 7. Proposal to Revise Course Title- SPED 480- *Data-driven Decisions in Special Education*- Dr. Susan Keesey

IV. **New Business**

School of Teacher Education

Undergraduate:

1. Proposal to Revise a program: 526: *Interdisciplinary Early Childhood Education*- Dr. Sylvia Dietrich
2. Proposal to Make Multiple Revisions to a Course: IECE 421- *Advanced Curriculum for Infants and Toddlers*- Dr. Sylvia Dietrich
3. Proposal to Make Multiple Revisions to a Course: IECE 422- *Advanced Curriculum Development for Young Children*- Dr. Sylvia Dietrich
4. Proposal to revise a program: 1725: *Interactive Training Certificate*- Dr. Silvie Huang
5. Proposal to Make Multiple Revisions to a course: ID 465- *Analysis and Design of Training*- Dr. Silvie Huang
6. Proposal to Revise a Program: 5001- *Middle Level Education in Social Studies and Language Arts*- Dr. John Moore
7. Proposal to Create a New Course: MGE 395- *Clinical Practices in Middle School Teaching I*- Dr. John Moore
8. Proposal to Create a New Course: MGE 450- *Clinical Practices in Middle School Teaching II*- Dr. John Moore
9. Proposal to Revise a program: 5003: *Special Education/Elementary Education*- Dr. Susan Keesey

10. Proposal to Create a new Course: SPED 346- *Learning and Behavior Disorders Secondary Methods-Math*- Dr. Dusty Knotts.
11. Proposal to Revise Course Credit Hours- SPED 425- *LBD Language Interventions: Strategies and Materials*- Dr. Susan Keesey
12. Proposal to Revise Course Credit Hours: *EDU 489-Student Teaching Seminar*- Dr. Susan Keesey

Graduate:

Course change proposals can be viewed at <https://nextcatalog.wku.edu/courseadmin/>

Program change proposal can be viewed at <https://nextcatalog.wku.edu/programadmin/>

1. Program Change Request: 0497- *Libraries, Informatics, and Technology in Education*- Dr. Andi Paganelli
2. Program Change Request 0428- *Instructional Design*- Dr. Silvie Huang
3. Program Change Request: 0490: *Gifted Education and Talent Development*- Dr. Toni Szymanski
4. Course Change Request- *GTE 636- Issues in Gifted Education and Talent Development*- Dr. Toni Szymanski
5. Course Change Request- *GTE 637- Seminar in Gifted Education and Talent Development*- Dr. Toni Szymanski

IV. Other Business

A.

Proposal Date: 09/21/19

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

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: IECE 321
 - 1.2 Course title: Family Supports and Services

- 2. Current prerequisites/corequisites/special requirements: Prerequisites SPED 330 or instructor permission**

- 3. Proposed prerequisites/corequisites/special requirements: Prerequisites EDU 350 Diversity and Differentiation; or instructor permission**

- 4. Rationale for the revision of prerequisites/corequisites/special requirements: SPED 330 was deleted and EDU 350 was created as a part of the core curriculum in teacher education.**

- 5. Effect on completion of major/minor sequence: Not Applicable**

- 6. Proposed term for implementation: Fall 2020**

- 7. Dates of prior committee approvals:**

School of Teacher Education

9-20-19

CEBS College Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee
University Senate

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

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: IECE 324
 - 1.2 Course title: Advanced Assessment of Young Children

- 2. Current prerequisites/corequisites/special requirements: SPED 331 and IECE 320 or instructor permission**

- 3. Proposed prerequisites/corequisites/special requirements: SPED 331 and EDU 260**

- 4. Rationale for the revision of prerequisites/corequisites/special requirements: IECE 320 was deleted and EDU 260 was created as a part of the core curriculum in teacher education.**

- 5. Effect on completion of major/minor sequence: Not Applicable**

- 6. Proposed term for implementation: Fall 2020**

- 7. Dates of prior committee approvals:**

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPED 331
 - 1.2 Course title: Early Childhood Education for Children with Disabilities

- 2. Current prerequisites/corequisites/special requirements: prerequisites FACS 191 or FACS 192 or instructor permission. Corequisites SPED 330 or instructor permission.**

- 3. Proposed prerequisites/corequisites/special requirements: Prerequisites FACS 191 or instructor permission.**

- 4. Rationale for the revision of prerequisites/corequisites/special requirements: FACS 192 was deleted from the IECE program.**

- 5. Effect on completion of major/minor sequence: Not Applicable**

- 6. Proposed term for implementation: Fall 2020**

- 7. Dates of prior committee approvals:**

School of Teacher Education

9-20-19

CEBS College Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee
University Senate

Proposal Date: 09/20/2019

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

Contact Person: Xiaoxia “Silvie” Huang, xiaoxia.huang@wku.edu, 270-745-4322

- 1. Identification of proposed course:**
 - 1.3 Course prefix (subject area) and number: ID 460
 - 1.4 Course title: Introduction to Instructional Design
 - 1.5 Credit Hours: 3

- 2. Proposed course title:** Design for Teaching and Learning

- 3. Proposed abbreviated course title:** Design for Teaching & Learning
(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title:** Undergraduates may not have heard of the field of Instructional Design. Changing the course title to Design for Teaching and Learning may help them to know that the course will cover concepts and content that they are more familiar with.

- 5. Proposed term for implementation:** Spring 2020

- 6. Dates of prior committee approvals:**

School of Teacher Education	09/20/2019 _____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 09/20/2019

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

Contact Person: Xiaoxia “Silvie” Huang, xiaoxia.huang@wku.edu, 270-745-4322

2. Identification of proposed course:

- 1.6 Course prefix (subject area) and number: ID 470
- 1.7 Course title: Development and Evaluation of Training
- 1.8 Credit Hours: 3

2. Proposed course title: Training and Teaching Practicum

3. Proposed abbreviated course title: Training & Teaching Practicum
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: Changing the course title to Training and Teaching Practicum will help students understand that ID 470 requires students to work in an authentic work setting to design training/instruction or conduct training and teaching activities.

5. Proposed term for implementation: Spring 2020

6. Dates of prior committee approvals:

School of Teacher Education	09/20/2019 _____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: J Dusteen Knotts, 615-335-2684, jdusteen.knotts@wku.edu

3. Identification of proposed course:

- 1.9 Course prefix (subject area) and number: SPED 345
- 1.10 Course title: LBD Secondary Methods
- 1.11 Credit Hours: 3

2. Proposed course title: LBD Secondary Methods: Language Arts

3. Proposed abbreviated course title: LBD SEC. MTH LANG ARTS
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: This was the only secondary methods course for the SPED (P-12) program. The content for language arts and math were included in this course. Standards, regional needs, alumni, and students provided input that more instruction in both language arts and math for secondary students with disabilities was needed. Both are targeted areas of concern in our state. All the objectives remain the same but the math content is moved to a new course, SPED 346. This will deliver more direct instruction of the content area of language arts as well as clinical experience in both areas.

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Susan Keeseey, 270-745-5414, susan.keeseey@wku.edu

4. Identification of proposed course:

- 1.12 Course prefix (subject area) and number: SPED 480
- 1.13 Course title: Senior Project for Learning and Behavior Disorders
- 1.14 Credit Hours: 3

2. Proposed course title: Data-driven Decisions in Special Education

3. Proposed abbreviated course title: Data Decisions in SPED

(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title:** The SPED program revision allowed a better alignment of courses with the ELED portion of the program. Both programs will have a data-driven decision making course which will provide an opportunity to co-teach and collaborate. We wanted to align the titles and have the titles make a statement about the content of the course. The content remains the same.

5. Proposed term for implementation: Fa 2020

6. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal to Revise a program: Interdisciplinary Early Childhood Education

College of Education

Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: Sylvia Dietrich, Professor IECE

1.2 Email address: Sylvia.dietrich@wku.edu

1.3 Phone # 270-245-5414

Section 2: Program Information

2.1 Current Program reference number: 526

2.2 Current Program title: Bachelor of Science in Interdisciplinary Early Childhood Education

2.3 Current total number of credits required in the program: 120

Section 3: Proposed program revisions and rationales

3.1 Remove FACS 192, FACS 295, FACS 296, IECE 320, IECE 325, SPED 330, SPED 419, SPED 422, SPED 432: A critical analysis of learning outcomes and standards in the IECE program was conducted and yielded duplication in several areas. Additionally, the creation and addition of the 15 hours of core education courses allows the program the opportunity to realign outcomes and strengthen program alignment to standards.

3.2 Add EDU 250, EDU 260, EDU 350, EDU 360, and PSY 310. These courses comprise the educational core that will be common across all education programs and will allow students more flexibility in finding a program home as they ascertain level of teaching and certification where they feel most comfortable and successful. The addition of these core courses also incorporates objectives and outcomes addressed in courses discussed in section 3.1.

3.3 Add the TESOL Minor to the Program: Early Childhood Education and TESOL have for the past several years been on the Critical Teacher Shortage Area List at both the state and national levels. Incorporating the TESOL minor into the IECE B.S. program will generate highly qualified early childhood educators that can meet the needs of the increasing number of English Language Learners enrolled in our public preschools and kindergarten classrooms. Students will matriculate with a major in Interdisciplinary Early Childhood Education preparing them for certification in IECE B-5, a minor in TESOL and preparing them for an endorsement in TESOL. Courses to be included are **ENG 302, ENG 407, ENG 469, ENG 470, ENG 471 and ENG 408. These 19 hours of coursework comprise the**

mandatory classes for the minor in TESOL and will prepare candidates to meet requirements to be recommended for an endorsement in TESOL.

3.4 Increase hours in IECE 421 to 4 and increase hours in IECE 422 to 5. These classes are advanced methods classes and the students are engaged in extensive clinical work in local community agencies and schools with children and families. The increase in hours more accurately reflects the time spend both in instruction and in the clinical settings.

3.5 Decrease hours in EDU 489 from 3 to 2 hours. A proposal has been created by Special Education faculty to make EDU 489 variable credit (2-3 credits). This change will reduce students' total number of credit hours in the program and better reflect the work in the course.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

3.1 Remove FACS 192, FACS 295 and FACS 296. Department Head (Travis Wilson) was notified on 9/8/19 via email that IECE BS majors would no longer be required to take FACS 192, 295 or 296.

3.1 Remove SPED 330, SPED 419, SPED 422, SPED 432. The School of Teacher Education was notified of changes at the fall retreat held on 8/21/19

3.3. Series of communications and meetings between Alex Poole (program coordinator TESOL minor) and Sylvia Dietrich (Program Coordinator IECE) occurred throughout the summer of 2019. Communique from Dean Murphy to Dean Snyder 8/18/19. Meeting with Blair Thompson, D'Lee Babb, and Sylvia Dietrich to discuss deletion of FACS courses 9/24/19.

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

School of Teacher Education: 9-20-19

CEBS Curriculum Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate

Section 7: Required Appendices: Current & proposed program descriptions:

7.1: Current B.S. Interdisciplinary Early Childhood Education

Required Courses	Hours	Notes
FACS 191: Child Development	3	
FACS 192 : Working with Families	3	delete
FACS 295 : Curriculum Development for Infants and Toddlers	3	delete
FACS 296 : Curriculum Development for Preschool And Kindergarten	3	delete
CD 481: Speech and Language Development	3	
LTCY 310: Early Reading Language and Literacy	3	
SPED 330 : Introduction to Exceptional Education: Diversity in Learning	3	delete
SPED 331: Early Childhood Education for Children with Disabilities	3	
SPED 419 : Assistive Technology in The Classroom and Community	3	delete
SPED 422 : Collaboration and Inclusion in School and Community Settings	3	delete
SPED 432 : Applied Behavior Analysis	3	delete
IECE 320 : Introduction to Early Childhood Assessment	3	delete
IECE 321: Family Supports and Services	3	
IECE 322: Planning Curriculum and Instruction for Diverse Learners	3	
IECE 323: Positive Behavior Supports with Young Children	3	
IECE 324: Advanced Assessment of Young Children	3	
IECE 325 : Partnerships with Families	3	delete

IECE 326: Integrating Mathematics and Science Across The Early Childhood Curriculum		
IECE 421: Advanced Curriculum and Instruction for Infants And Toddlers	3	4hrs
IECE 422: Advanced Curriculum Development for Young Children	3	5hrs
IECE 423: Interdisciplinary Services for Young Children with Low Incidence Disabilities	3	
<i>Teacher Certification Concentration or</i>		
IECE 490: Student Teaching (Infants and Toddlers)	5	
IECE 490: Student Teaching (Preschoolers)	5	
EDU 489: Student Teaching Seminar	3	
<i>Non-Certification Requirement</i>		
IECE 491: Practicum	5	
IECE 489: Seminar	1	
Total Required Credits	69-76	

7.2: Proposed B.S. Interdisciplinary Early Childhood Education and TESOL Minor

Required Courses	Hours	Notes
IECE Major		
FACS 191: Child Development	3	
CD 481: Speech and Language Development	3	
LTCY 310: Early Reading Language and Literacy	3	
SPED 331: Early Childhood Education for Children with Disabilities	3	
IECE 321: Family Supports and Services	3	
IECE 322: Planning Curriculum and Instruction for Diverse Learners	3	
IECE 323: Positive Behavior Supports with Young Children	3	
IECE 324: Advanced Assessment of Young Children	3	
IECE 326: Integrating Mathematics and Science Across The Early Childhood Curriculum		
IECE 421: Advanced Curriculum and Instruction for Infants And Toddlers	4	
IECE 422: Advanced Curriculum Development for Young Children	5	
IECE 423: Interdisciplinary Services for Young Children with Low Incidence Disabilities	3	
Core Curriculum		
EDU 250: Introduction to the Profession	3	
PSY 310: Educational Psychology	3	
EDU 260: Classroom Assessment	3	
EDU 350: Diversity and Differentiation	3	
EDU 360: Behavior and Classroom Management	3	

Teacher Certification Concentration OR

IECE 490: Student Teaching (Infants and Toddlers)	5
IECE 490: Student Teaching (Preschoolers)	5
EDU 489: Student Teaching Seminar	2

Non-certification Concentration

IECE 491: Practicum	5
IECE 489: Seminar	1

TESOL Minor

ENG 302 : Language and Communication	3
ENG 407 : Linguistics Analysis	3
ENG 469 : Second Language Acquisition Theory	3
ENG 470 : Methods and Materials	3
ENG 471 : Practicum	4
ENG 408 : Psycholinguistics	3

Total Required Credits **78-85**

Proposal Date: 09/21/19

College of Education & Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

1. Identification of course:

- 1.15 Current course prefix (subject area) and number: IECE 421
- 1.16 Course title: Advanced Curriculum for Infants and Toddlers

2.

3.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current **prerequisites/corequisites/special requirements:** (indicate which): Current Prerequisites FACS 295 or Instructor permission
- 4.2 Proposed **prerequisites/corequisites/special requirements:** IECE 326 or Instructor Permission
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: FACS 295 is being deleted from the IECE Program
- 4.4 Effect on completion of major/minor sequence: Not Applicable

6. Revise course credit hours:

- 6.1 Current course credit hours: 3
- 6.2 Proposed course credit hours: 4
- 6.3 Rationale for revision of course credit hours: This is a course that occurs in a clinical setting and the addition of the credit hour more accurately reflects the time students spend engaged in the clinical setting.

7.

10. Proposed term for implementation: Fall 2020

11. Dates of prior committee approvals:

School of Teacher Education

9-20-19

CEBS College Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

College of Education & Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Sylvia Dietrich, 745-5414, Sylvia.dietrich@wku.edu

1. Identification of course:

- 1.17 Current course prefix (subject area) and number: IECE 422
- 1.18 Course title: Advanced Curriculum Development for Young Children

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current **prerequisites**/corequisites/special requirements: (indicate which): Current Prerequisites FACS 296 or Instructor permission
- 4.2 Proposed **prerequisites**/corequisites/special requirements: IECE 326 or Instructor Permission
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: FACS 296 is being deleted from the IECE Program
- 4.4 Effect on completion of major/minor sequence: Not Applicable

6. Revise course credit hours:

- 6.4 Current course credit hours: 3
- 6.5 Proposed course credit hours: 5
- 6.6 Rationale for revision of course credit hours: This is a course that occurs in both preschool and kindergarten classroom settings and the addition of the 2 credit hours more accurately reflects the time students spend engaged in the clinical settings.

7.

10. Proposed term for implementation: Fall 2020

11. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal to revise a program: Interactive Training Certificate

College of Education and Behavioral Sciences

Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: Xiaoxia “Silvie” Huang, Associate Professor

1.2 Email address: Xiaoxia.huang@wku.edu

1.3 Phone #: 270-745-4322

Section 2: Program Information

2.1 Classification of Instructional Program (CIP) reference number: 1725

2.2 Current Program title: Interactive Training Design

2.3 Current total number of credits required in the program: 12

Section 3: Proposed program revisions and rationales

3.1 Revision to Program Title: Program title will be changed to Interactive Training and Leadership. The reason for the change is to incorporate leadership knowledge and skills in the program as desired outcomes for students to develop. Leadership competencies accompanied with training competencies will greatly enhance students’ potential in this competitive job market when students graduate from the program.

3.2 Revision to Credit Hours: Program credit hours will be changed from 12 to 15 due to the addition of two courses in Organizational Leadership and suspension of ID 475.

3.3 Course Addition: LEAD 300 Leadership Theory and Application will be added to the program. This course will help students gain competencies in leadership concepts, theories, and models that will guide the process of their training and instruction.

3.4 Course Addition: LEAD 400 Practicum in Leadership will be added to the program. This course will allow students to apply leadership skills in directing an activity in any training setting.

3.5 Course Deletion: ID 475 Interactive Multimedia for Training will be suspended from the program.

3.6 Revision to Course Title: ID 460 course title will be changed from Introduction to Instructional Design to Teaching and Learning Design to align more with the course focus.

3.7 Revision to Course Title: ID 465 course title will be changed from Analysis and Design of Training to Instructional Strategies and Technology Integration to align more with the course focus.

3.8 Revision to Course Title: ID 470 course title will be changed from Development and Evaluation of Training to Training and Teaching Practicum to align more with the course focus.

Section 4: Consultations: The Instructional Design program faculty have met with Dr. John Baker, Coordinator of the Organizational Leadership program, and we have discussed the changes as listed in Section 3. All changes are mutually agreed upon by the faculty in the two programs involved.

Section 5: Proposed term for implementation: Spring 2020

Section 6: Approval Flow Dates:

School of Teacher Education: 09/20/2019

CEBS Curriculum Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current Program Descriptions

Interactive Training Design Certificate Program

Coordinator: X. Huang

Reference Number: 1725

Minimum Hours for Certificate: 12

The instructional design process involves analyzing learning and performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. This 12-hour program will prepare students to analyze learners, learning contexts and skills, and design learning activities. Students will learn to evaluate those learning activities and to revise training activities. Students will acquire skills to develop multimedia training modules.

The program prepares and equips practitioners and students in training development. This is a skill needed in any topic, discipline, or workplace setting. Every business, government agency, nonprofit organization, industry, or educational institution offers training for its employees. This program prepares students to develop those training modules or activities, deliver that training, and evaluate the training.

Examples encompass print and electronic elements that may include instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, teaching manual, professional development curricula, multi-media instructional units, training packs for trainers, instructional modules for vocational/technical courses, instructional modules for classroom instruction, and teaching and training aids in print or electronic formats. These skills make student more employable after completion of this program.

Students who successfully complete the certificate program will possess the following competencies and learning outcomes:

- Identify the steps, subordinate skills and entry behaviors and knowledge required to accomplish and instructional goal and correlated performance objectives.
- Produce and instructional system design process that is tailored to the education and training requirements of a specific organization or problem.
- Design a training module for a specific organization or problem to include context and learner analysis, write objectives and test items, prepare instructional strategies, and revise training module based on subject matter expert feedback.
- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting.

- Design, develop and evaluate a multimedia module using appropriate software application in training settings.

Admission Requirements: Minimum requirements for acceptance into the program are:

- High school diploma or equivalent
- Application and fee: Students seeking a certificate program must submit an online application with Undergraduate Admissions. The completed form must be submitted along with a one-time application fee of \$40 (non-refundable)
- Transcript Record: Graduates/Transfers of accredited institutions other than WKU must submit an official transcript from that institution.

Certificate Requirements: ID 460, ID 465, ID 470, and ID 475. (12 hours)

7.2. Proposed Program Descriptions

Interactive Training and Leadership Certificate Program

Coordinator: X. Huang

Reference Number: 1725

Minimum Hours for Certificate: 15

The instructional design process involves analyzing learning and performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. In addition, leadership skills play an important role in the instructional design process. These skills enable instructional designers to become more effective change agents in order to positively impact their workplaces utilizing educational programs or interventions. This 15-hour program will prepare students to analyze learners, learning contexts and skills, design learning activities, and utilize leadership skills to broaden the impacts of educational programs or interventions. Students will learn to evaluate those learning activities and to revise training activities. Students will acquire skills to develop multimedia training modules and lead the process of designing, developing, and evaluating an educational product.

The program prepares and equips practitioners and students in training development. This is a skill needed in any topic, discipline, or workplace setting. Every business, government agency, nonprofit organization, industry, or educational institution offers training for its employees. This program prepares students to develop those training modules or activities, deliver that training, evaluate the training, and take a leadership role in the process.

Examples encompass print and electronic elements that may include instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, teaching manual, professional development curricula, multi-media instructional units, training packs for trainers, instructional modules for vocational/technical courses, instructional modules for classroom instruction, and teaching and training aids in print or electronic formats. These skills make student more employable after completion of this program, especially with the addition of leadership skills to ensure they are capable of leading an instructional design process.

Students who successfully complete the certificate program will possess the following competencies and learning outcomes:

- Identify the steps, subordinate skills and entry behaviors and knowledge required to accomplish an instructional goal and correlated performance objectives.
- Produce an instructional system design process that is tailored to the education and training requirements of a specific organization or problem.
- Design a training module for a specific organization or problem to include context and learner analysis, write objectives and test items, prepare instructional strategies, and revise training module based on subject matter expert feedback.
- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting.
- Design, develop and evaluate a multimedia module using appropriate software application in training settings.
- Apply organizational leadership skills to lead an instructional design process.

Admission Requirements: Minimum requirements for acceptance into the program are:

- High school diploma or equivalent
- Application and fee: Students seeking a certificate program must submit an online application with Undergraduate Admissions. The completed form must be submitted along with a one-time application fee of \$40 (non-refundable)
- Transcript Record: Graduates/Transfers of accredited institutions other than WKU must submit an official transcript from that institution.

Certificate Requirements: ID 460, ID 465, ID 470, LEAD 300, and LEAD 400 ~~ID 475~~. (15 hours)

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Xiaoxia “Silvie” Huang, xiaoxia.huang@wku.edu, 270-745-4322

1. Identification of course:

- 1.19 Current course prefix (subject area) and number: ID 465
- 1.20 Course title: Analysis and Design of Training

2. Revise course title:

- 2.1 Current course title: Analysis and Design of Training
- 2.2 Proposed course title: Instructional Strategies and Technology Integration
- 2.3 Proposed abbreviated title: Instructional Strategies & Technology Integration
- 2.4 Rationale for revision of course title: We would like to emphasize that ID 465 will cover both instructional strategies and technologies that could be incorporated into training and other educational settings. Changing the course title will help students understand the focus of the course.

3. Revise course number:

- 3.1 Current course number:
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: junior standing or instructor approval; AND prerequisites/corequisites: ID 460
- 4.2 Proposed prerequisites/corequisites/special requirements: No prerequisites/corequisites
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: We would like to provide more flexibility for the students to take the courses in the program. Considering the course design in the program, removing the prerequisites in ID 465 should not affect their chance of succeeding in the program.
- 4.4 Effect on completion of major/minor sequence: It will provide more flexibility for students to take courses in the program.

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing: N/A
- 5.3 Rationale for revision of course catalog listing: N/A

6. Revise course credit hours:

- 6.7 Current course credit hours:
- 6.8 Proposed course credit hours: N/A
- 6.9 Rationale for revision of course credit hours: N/A

7. Revise schedule type:

- 7.1 Current schedule type:
- 7.2 Proposed schedule type: N/A
- 7.3 Rationale for revision of schedule type: N/A

8. Revise grade type:

- 8.1 Current grade type:
- 8.2 Proposed grade type: N/A
- 8.3 Rationale for revision of grade type: N/A

10. Proposed term for implementation: Spring 2020

11. Dates of prior committee approvals:

School of Teacher Education

09/20/2019

CEBS Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal to Revise a Program: Major in Middle Level Education in Social Studies and Language Arts

College of Education and Behavioral Sciences

School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: John A. Moore/Professor

1.2 Email address: john.moore@wku.edu

1.3 Phone # 270-745-5415

Section 2: Program Information

2.4 Classification of Instructional Program (CIP) reference number: 5001

2.5 Current Program title: Major in Middle Level Education in Social Studies and Language Arts

Concentration 1: Dual area certification in middle level social studies and language arts/communication

Concentration 2: Single area teacher certification in middle level social studies

Concentration 3: Single area teacher certification in middle level language arts/communication

2.6 Current total number of credits required in the program: 70-94

Section 3: Proposed program revisions and rationales:

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. One of the courses in the 15-credit teacher education core is PSY 310, 3hrs (Educational Psychology: Development and Learning). PSY 310 is already a required course in the Middle Level Education program.

3.1 First proposed revision:

Delete MGE 275, 3hrs (Foundations of Middle Grades Instruction). Add EDU 250, 3hrs (Discover Teaching: Introduction to Teacher Education).

Rationale: EDU 250 is the introductory course for the 15-credit teacher education core.

3.2 Second proposed revision:

Add EDU 260, 3hrs (Classroom Assessment).

Rationale: EDU 260 is the second **course for the 15-credit teacher education core. Currently, no specific classroom assessment course exists in the WKU Middle Level Education program. Classroom assessment represents an important addition for Middle Level Education majors.**

3.3 Third proposed revision:

Delete SPED 330, 3hrs (Introduction to Exceptional Education: Diversity in Learning).
Add EDU 350, 3hrs (Student Diversity and Differentiation).

Rationale: EDU 350 is the third course for the 15-credit teacher education core.

3.4 Fourth proposed revision:

Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades).

Add EDU 360, 3hrs (Behavior and Classroom Management in Education).

Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout our nation.

*Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association's standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates' disciplines.

3.5 Fifth proposed revision:

Delete MGE 385, 3hrs (Middle Grades Teaching Strategies). Add MGE 395,6hrs (Clinical Practices in Middle School Teaching I).

Rationale: The 15-credit teacher education core creates an opportunity for the remaining professional education courses be aligned with a "clinical model". Clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. Middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with MGE 395 being the first clinical course. The clinical model will provide more consistent and structured field experiences for middle level teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this MGE 395 course will enable middle level teacher candidates to complete the field requirements in one school, instead of previously being placed at various sites for various courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. The MGE

395 course will be taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the middle level classroom. With the increased amount of field hours required by the state of Kentucky (200 field hours prior to student teaching), MGE 395 helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

3.6 Sixth proposed revision: Add MGE 450, 1hr (Clinical Practices in Middle School Teaching II).

Rationale: Please see the rationale in 3.5. The MGE 450 course will be taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week in this course while also taking their content area methods classes (MGE 475-Teaching Middle School Language Arts and MGE 481- Teaching Middle School Social Studies).

Section 4: Consultations: If any of the proposed revisions in section 3 above could be seen as involving, or in any way impacting another department/unit, that department/unit must be consulted. List all such consultative revisions here, and indicate whether the required consultation has occurred. Failure to complete these consultations in a timely way could result in this proposal being tabled until they are completed, so if there is any uncertainty about whether or not a proposed revision could be seen as involving or impacting another department/unit, the efficient, collegial thing to do is to contact the head of that departments/unit to initiate these consultations prior to submitting this proposal to any curriculum committee as an agenda item.

Leadership from The School of Teacher Education has met with the WKU Departments of English and History (the department chairs and faculty tied to their Teacher Education programs) and discussed all the proposed program changes. We have also communicated with **both** the WKU Departments of English and History regarding MGE moving to the clinical model. We have established plans to work together to schedule content courses from English and History in a way that MGE faculty and students can identify specific days for middle level “Clinical Experiences in the Practice of Teaching” (CEPT) instruction.

Section 5: Proposed term for implementation: Program revisions will only be implemented in Fall terms. Unless otherwise indicated, all program revisions will be implemented in the nearest Fall term subsequent to their approval by the Provost’s office. **Fall 2020**

Section 6: Approval Flow Dates: The committee approvals needed for this proposal appear in hierarchical, chronologically required order, however; not all program revision proposals require all of these committee approvals. Committee approvals needed by all program revision proposals appear in boldface type on this form. Questions about other committee approvals should be

directed to those committees. If this proposal does not require approval from one of the committees listed here, simply delete that approval date line.

School of Teacher Education: 9-20-19

College of Education and Behavioral Sciences Curriculum Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

Section 7: Required Appendices: Current & proposed program descriptions: The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

7.1 On a separate page of its own, clearly list all of the requirements of the program as it currently exists, indicating any items being changed or deleted with **bold font, striking through and highlighting**.

The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- 37-40 semester hours of professional education courses: **MGE275 (3 hours)**, PSY 310 (3 hours), **SPED 330 (3 hours)**, PSY 421 or PSY 422 (3 hours), **LTCY 421 (3 hours)**, **MGE 385 (3 hours)**, a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language

arts/communication. Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, ENG 300, ENG 302, ENG 391 or ENG 392, COMM 145, LME 407. In addition, six hours of electives should be chosen from ENG 301, ENG 401, ENG 410.

Total Hours for this concentration: 91-94

Concentration 2: Single area teacher certification in middle level social studies Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, HIST 306, HIST 307, HIST 317, HIST 353, HIST 358, HIST 456, HIST 453, GEOG 330, GEOG 350, GEOG 35, GEOG 480.

Total Hours for this concentration: 73-76

Concentration 3: Single area teacher certification in middle level language arts/communication.

Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Art/Communication (single area teacher certification) 33 hours: ENG 100, ENG 204, ENG 300, ENG 301, ENG 302, ENG 391 or ENG 392, ENG 401, ENG 404, ENG 410, any ENG upper-division course, COMM 145, LME 407.

Total Hours for this concentration: 70

7.2 On another separate page of its own, using the exact same layout used in 7.1 above, clearly list all of the requirements of the proposed program, indicating all new or revised items with **bold font and highlighting**.

The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- **44-47** semester hours of professional education courses: **EDU 250 (3 hours)**, **EDU 260 (3 hours)**, PSY 310 (3 hours), **EDU 350 (3 hours)**, PSY 421 or PSY 422 (3 hours), **EDU 360 (3 hours)**, **MGE 395 (6 hours)**, **MGE 450 (1 hour)**, a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language arts/communication.

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, ENG 300, ENG 302, ENG 391 or ENG 392, COMM 145, LME 407. In addition, six hours of electives should be chosen from ENG 301, ENG 401, ENG 410.

Total Hours for this concentration: 98-101

Concentration 2: Single area teacher certification in middle level social studies Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, HIST 306, HIST 307, HIST 317, HIST 353, HIST 358, HIST 456, HIST 453, GEOG 330, GEOG 350, GEOG 35, GEOG 480.

Total Hours for this concentration: 80-83

Concentration 3: Single area teacher certification in middle level language arts/communication.

Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Art/Communication (single area teacher certification) 33 hours: ENG 100, ENG 204, ENG 300, ENG 301, ENG 302, ENG 391 or ENG 392, ENG 401, ENG 404, ENG 410, any ENG upper-division course, COMM 145, LME 407.

Total Hours for this concentration: 77

(Action Item)

Proposal to Create a New Course:

College of Education and Behavioral Sciences

Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: John Moore/Professor

1.2 Email address: john.moore@wku.edu

1.3 Phone # 270-745-5415

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: MGE 395

2.2 Course CIP code: 13.1203

2.3 Course title: Clinical Practices in Middle School Teaching I

2.4 Abbreviated Course title: Clin Prac in Mid Sch Teach I

2.5 Credit hours/Variable credit: 6/no variable credit

2.6 Repeatability: NO

2.7 Course Term: Is this course intended to span more than a single term?
No

2.8 Course Catalog Description:

This course develops a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.

2.9 Prerequisite/Corequisites/Restrictions:

Prerequisites:

EDU 250, EDU 260, PSY 310, EDU 350, EDU 360

2.10 Additional Enrollment Requirements:

Must be admitted into the WKU Professional Education program.

2.11 Other Special Course Requirements:

Clinical experiences in public middle schools are required. Students are responsible for their own transportation to designated or assigned sites.

2.12 Grade Type:

Standard A-F final grade

2.13 Schedule Type:

Clinical

Section 3: Description of proposed course

3.1 Course Content Summary:

Ensuring that prospective and practicing middle level teachers possess a comprehensive understanding of middle level curriculum is a high priority in successful middle level teacher preparation programs. Study in this area typically includes an emphasis on middle level curriculum that is discipline specific, integrative, and interdisciplinary. Middle level degree candidates will learn about middle level curriculum through both formal study of curriculum and opportunities to work directly with the curriculum in middle level field settings. Emphasis areas in this study of middle level curriculum include, but are not limited to: (a) studying of past and present theorists of middle level curriculum; (b) learning about different curriculum designs, formats, and propositions; and, (c) examining a wide variety of curriculum documents at various levels—national, state, district, school, team, and classroom. Study of middle level curriculum should include clinical/field experiences that provide on-site opportunities for developing curriculum both as individuals and as members of interdisciplinary teams. Middle level teacher preparation should

focus on how different parts of the total school curriculum support and extend young adolescent learning.

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with diverse learners, expands and enriches their developmental knowledge, helps them better understand the purposes and organization of middle level schools and programs, and provides them with many opportunities to learn to be more effective teachers through the experiences they encounter. Early and continuing middle level field experiences provide a developmental sequence for teacher candidates. This sequence should follow a pattern of increasing complexity and involvement, culminating in an extended field experience where prospective middle level teachers are functioning as site-based teachers responsible for groups of young adolescents. An additional valuable aspect of middle level field work experiences is that it allows multiple mentors, coaches, and teachers to work with prospective middle level teachers while reflecting and evaluating on their professional development. **(Source: Association for Middle Level Education, 2015)**

3.2 Learning Outcomes:

Middle level *teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Develop instructional outcomes that are clear, are written in the form of middle level student learning, and suggest viable methods of assessment.
- Design learning outcomes that represent rigorous and important learning in the middle level content discipline.
- Design assessments for the middle school classroom with criteria and aligned to standards.
- Plan a well-developed strategy for using formative assessment.
- Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of middle level student learning, d) indicate reasonable time allocation and significant cognitive challenge, and e) display awareness of a variety of resources within the middle school and on the Internet.

- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage middle level students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the middle level students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, and j) appropriate pacing.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.3 Assessment/Evaluation:

Student expectations and requirements:

- Professionalism and self-evaluation
- Develop tasks at various thinking levels
- Formative and summative assessment performance task
- Questioning performance task
- Classroom management performance task
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

Section 4: Rationale

4.1 Reason for developing this proposed course:

Middle level teacher candidates currently enroll in MGE 275 and MGE 385 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the first clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at two different sites for the two different courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle level classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the public school classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the middle school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual middle school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real middle school classroom.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 15-20

5.2 How many sections of this course per academic year will be offered? 1

5.3 How many students per academic year are expected to enroll? 30-40

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.

Projections calculated from the average number of students enrolled in MGE 275 and MGE 385 during 2015-2019.

5.5 Proposed method of staffing:

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 15 students due to the observations.

5.6 Instructional technology resources:

The School of Teacher Education's instructional technology resources are sufficient to support this course.

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation:

Fall 2020

Section 7: Supplemental/Supporting Documentation:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

(Action Item)

Proposal to Create a New Course:

College of Education and Behavioral Sciences

Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: John Moore/Professor

1.2 Email address: john.moore@wku.edu

1.3 Phone # 270-745-5415

Section 2: Course Catalog Information

2.14 Course prefix (subject area) and number: MGE 450

2.15 Course CIP code: 13.1203

2.16 Course title: Clinical Practices in Middle School Teaching II

2.17 Abbreviated Course title: Clin Prac in Mid Sch Teach II

2.18 Credit hours/Variable credit: 1/no variable credit

2.19 Repeatability: NO

2.20 Course Term: Is this course intended to span more than a single term?
No

2.21 Course Catalog Description:

This course develops an advanced knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.

2.22 Prerequisite/Corequisites/Restrictions:

Prerequisites:

EDU 250, EDU 260, PSY 310, EDU 350, EDU 360, MGE 395

2.23 Additional Enrollment Requirements:

Must be admitted into the WKU Professional Education program.

2.24 Other Special Course Requirements:

Clinical experiences in public middle schools are required. Students are responsible for their own transportation to designated or assigned sites.

2.25 Grade Type:

Standard A-F final grade

2.26 Schedule Type:

Clinical

Section 3: Description of proposed course**3.4 Course Content Summary:**

Ensuring that prospective and practicing middle level teachers possess a comprehensive understanding of middle level curriculum is a high priority in successful middle level teacher preparation programs. Study in this area typically includes an emphasis on middle level curriculum that is discipline specific, integrative, and interdisciplinary. Middle level degree candidates will learn about middle level curriculum through both formal study of curriculum and opportunities to work directly with the curriculum in middle level field settings. Emphasis areas in this study of middle level curriculum include, but are not limited to: (a) studying of past and present theorists of middle level curriculum; (b) learning about different curriculum designs, formats, and propositions; and, (c) examining a wide variety of curriculum documents at various levels—national, state, district, school, team, and classroom. Study of middle level curriculum should include clinical/field experiences that provide on-site opportunities for developing curriculum both as individuals and as members of interdisciplinary teams. Middle level teacher preparation should focus on how different parts of the total school curriculum support and extend young adolescent learning.

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with diverse learners, expands and enriches their developmental knowledge, helps them better understand the purposes and organization of middle level schools and programs, and provides them with many opportunities to learn to be more effective teachers through the experiences they encounter. Early and continuing middle level field experiences provide a developmental sequence for teacher candidates. This sequence should follow a pattern of increasing complexity and involvement, culminating in an extended field experience where prospective middle level teachers are functioning as site-based teachers responsible for groups of young adolescents. An additional valuable aspect of middle level field work experiences is that it allows multiple mentors, coaches, and teachers to work with prospective middle level teachers while reflecting and evaluating on their professional development. **(Source: Association for Middle Level Education, 2015)**

3.5 Learning Outcomes:

Middle level *teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Create lesson plans which a) demonstrate an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation and significant cognitive challenge, e) display awareness of a variety of resources within the secondary school and on the Internet, f) incorporate differentiated strategies, g) utilize effective approaches for their content area, and h) include appropriate literacy strategies.
- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary

students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, j) proper pacing, and k) appropriate response to diverse learners.

- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.6 Assessment/Evaluation:

Student expectations and requirements:

- Professionalism and self-evaluation
- Develop tasks at various thinking levels
- Formative and summative assessment performance task
- Questioning performance task
- Classroom management performance task
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

Section 4: Rationale

4.1 Reason for developing this proposed course:

Middle level teacher candidates currently enroll in content methods courses (MGE 475 and/or MGE 481) during the semester before student teaching. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the second clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at two different sites for the two different courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Time will be flexibly

managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle level classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the public school classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the middle school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

The proposed class (MGE 450) will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual middle school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real middle school classroom.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 15-20

5.2 How many sections of this course per academic year will be offered? 1

5.3 How many students per academic year are expected to enroll? 30-40

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.

Projections calculated from the average number of students enrolled in MGE 475 and MGE 481 during 2015-2019.

5.8 Proposed method of staffing:

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 15 students due to the observations.

5.9 Instructional technology resources:

The School of Teacher Education’s instructional technology resources are sufficient to support this course.

5.10 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation:

Fall 2020

Section 7: Supplemental/Supporting Documentation:

School of Teacher Education	9-20-19

CEBS College Curriculum Committee	

Professional Education Council (if applicable)	

Undergraduate Curriculum Committee	

University Senate	

Proposal to Revise a program: Special Education/Elementary Education Major

College of Education and Behavioral Sciences

Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: Susan Keesey, Associate Professor Special Education

1.2 Email address: susan.keesey@wku.edu

1.3 Phone #: 270-745-5414

Section 2: Program Information

2.7 Current Program reference number: 5003

2.8 Current Program title: Special Education: Learning and Behavioral Disorders and Elementary Education Dual Certification Program

2.9 Current total number of credits required in the program: 128

Section 3: Proposed program revisions and rationales

3.6 Remove PSY 100, LME 318, LME 448, HIST 456, ELED 365, SPED 424.

With the addition of the Core courses, a five-course required sequence for all education majors, the opportunity for program revisions allowed for realignment of standards and course offerings. Careful consideration focused on providing a quality program that still allowed for graduation within four years.

PSY 100 is no longer a prerequisite but can be taken as a Colonnade course.

Content from **LME 318 and LME 448** will be intergrated within the new STE themes. LME 448 is now available as a Colonnade course and will be encouraged to complete as such. **HIST 456** is replaced with HIST 240 or 241 allowing for additional content in US History, an area of difficulty in Praxis completion. **ELED 365** is now cross listed with SPED 340 allowing for more collaboration and shared content between SPED and ELED programs. Some of the content and standards targeted in **SPED 424** will be covered in the new Core course, EDU 350, and the remaining coursework and standards will be dispersed in the remaining SPED courses.

3.7 Add EDU 260, EDU 350, EDU 360, HIST 240 or 241, ELED 345, and SPED 346. The addition of a 15 hour Core provides a consistent foundational base across all STE undergraduate teaching programs and allows more flexibility for students to determine which certification and level they feel most passionate to teach. **EDU 260, EDU 350, and EDU 360** are all Core courses (the remaining six hours

are courses already in this program). The option of **HIST 240 or 241** allows for more instruction in US History (see 3.1). **ELED 345** provides the foundation for elementary teaching and maintains the same percentage of elementary education coursework as the current program. **SPED 346** is a new course added to the program to provide greater emphasis in middle/high school special education instruction, a area of need as suggested by program alumni.

3.8 Revise SPED 345. To strengthen the ability of program graduates to effectively teach at the middle/high school level, SPED 345 will be split into two courses. Objectives remain the same with additional content and clinical experience in the areas of math and language arts at the secondary level. SPED 345 focuses on language arts methods for students with disabilities and SPED 346 (see 3.2) focuses on math instruction for the same population.

3.9 Change credit hours for SPED 425 and EDU 489. Currently **SPED 425** is a 3 credit course including both a classroom and clinical component. The student hours required to complete this course more closely resembles a 4 credit course than a 3 credit course. **EDU 489** is part of multiple programs in STE. Moving it to a variable credit hour course of either 2 or 3 credits allows more flexibility for programs to choose the appropriate credit hours for their program. Two credits is more representative of the course requirements for this program.

3.10 Change course title for SPED 480. The program revisions include greater emphasis on collaboration and inclusion for special populations to more closely mirror current practices in today's classrooms. Also, current practice emphasizes data-driven decision making. Therefore, this title change more closely explains the course content to reflect the students' knowledge of these practices.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES list those revisions here, and indicate whether the consultations have occurred.

3.1 Remove PSY 100, LME 318, LME 448, HIST 456. Psychology faculty were part of the Core development beginning in Fall, 2018 and agreed to remove the PSY 100 prerequisite. The School of Teacher Education was notified of changes at the fall retreat on 8/21/19. The STE Department Head, Blair Thompson, along with program faculty met with the History department and reached mutual agreement on the course changes in early September, 2019.

3.2 Add HIST 240 or 241. (See 3.1).

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

School of Teacher Education: 9-20-19

CEBS College Curriculum Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current Program Description: (On a separate pages):

7.2 Proposed Program Description: (On a separate pages):

7.1 Current B.S. Special Education/Elementary Education Major

Required Courses	Hours	Notes
PSY 100: Introduction to Psychology	3	Delete (Colonnade)
PSY 310: Educational Psychology	3	
ENG 300: Writing in the Disciplines	3	
LME 318: Children's Literature	3	Delete
LME 448: Technology Application in Education	3	Delete (Colonnade)
Math 205: Number Systems and Number Theory for Teachers	3	
Math 206: Fundamental of Geometry for Teachers	3	
Math 308: Rational Numbers and Data Analysis for Teachers	3	
MUS 314: Comprehensive Arts Education for the Elementary Teacher	3	
PE 354: Physical Education for Elementary School	3	
GEOG 352: Geography of KY or HIST 456: Kentucky History	3	Delete HIST 456 Add HIST 420 or 420
LTCY 320: Foundations of Teaching Literacy in the Elementary Grades	3	
LTCY 420: Literacy Methods in the Elementary Grades	3	
EDU 250: Introduction to Teacher Education	3	
ELED 365: Teaching Strategies for Elementary Teachers II	3	Delete
ELED 405: Teaching Mathematics in the Elementary School	3	
ELED 406: Teaching Science in the Elementary School	3	
ELED 407: Teaching Social Studies in the Elementary School	3	
SPED 335: Foundations of Special Education	3	
SPED 340: LBD Elementary Instructional Methods	3	
SPED 345: LBD Secondary Methods	3	
SPED 350: Assessment in Special Education	3	
SPED 400: Behavior Management Strategies in Special Education	3	
SPED 424: Inclusion, Collaboration, and Diversity in the Classroom	3	Delete - New Core – EDU 350
SPED 425: LBD Language Interventions: Strategies and Materials	3	
SPED 480: Senior Project for Learning and Behavioral Disorders	3	
EDU 489: Student Teaching Seminar	3	
SPED 490 : Student Teaching	5	
ELED 490: Student Teaching	5	
Total Required Credits	81	

7.2 Proposed B.S. Special Education/Elementary Education Major

Required Courses	Hours	Notes
PSY 310: Educational Psychology	3	Core
EDU 250: Introduction to the Profession	3	Core
EDU 260: Classroom Assessment	3	Core - Added
EDU 350: Student Diversity and Differentiation	3	Core - Added
EDU 360: Behavior and Classroom Management	3	Core - Added
ENG 300: Writing in the Disciplines	3	
Math 205: Number Systems and Number Theory for Teachers	3	
Math 206: Fundamental of Geometry for Teachers	3	
Math 308: Rational Numbers and Data Analysis for Teachers	3	
MUS 314: Comprehensive Arts Education for the Elementary Teacher	3	
PE 354: Physical Education for Elementary School	3	
GEOG 352: Geography of KY or HIST 421: The U.S. to 1865 or HIST 241: The U.S. Since 1865	3	Added US History Option
LTCY 320: Foundations of Teaching Literacy in the Elementary Grades	3	
LTCY 420: Literacy Methods in the Elementary Grades	3	
ELED 345: Foundations in Elementary Education	3	Added
ELED 405: Teaching Mathematics in the Elementary School	3	
ELED 406: Teaching Science in the Elementary School	3	
ELED 407: Teaching Social Studies in the Elementary School	3	
SPED 335: Foundations of Special Education	3	
SPED 340: LBD Elementary Instructional Methods	3	
SPED 345: LBD Secondary Methods: Language Arts	3	Title Change
SPED 346: LBD Secondary Methods: Math	3	Added
SPED 350: Assessment in Special Education	3	
SPED 400: Behavior Management Strategies in Special Education	3	
SPED 425: LBD Language Interventions: Strategies and Materials	4	Changed from 3 to 4 credits
SPED 480: Data-Driven Decision Making	3	Title Change
EDU 489: Student Teaching Seminar	2	Changed from 3 to 2 credits
SPED 490 : Student Teaching	5	
ELED 490: Student Teaching	5	
Total Required Credits	91	

(Action item)

Proposal to Create a New Course: Instructions

Section 1: Proponent Contact Information

1.1 Name/Title: J Dusteen Knotts, Assoc. Prof

1.2 Email address: jdusteen.knotts@wku.edu

1.3 Phone # 615 335 2684

Section 2: Course Catalog Information

2.10 Course prefix (subject area) and number: SPED 346

2.11 Course CIP code: 13.1019

2.12 Course title: Learning and Behavior Disorders Secondary Methods- Math

2.13 Abbreviated Course title: LBD Secondary Methods- Math

2.14 Credit hours/Variable credit: 3

2.15 Repeatability: N/A

2.16 Course Term: Indicate whether this course is intended to span more than one term. No

2.17 Course Catalog Description: Methods, strategies, and models for providing curricular and instructional methodologies for LBD students in the math content. Integration of appropriate age- and ability-level academic instruction preparing for transition to work. Field experiences required. Students are responsible for own transportation to designated sites.

- 2.18 Prerequisite/Corequisites/Restrictions:** Pre-Req SPED 335
- 2.19 Additional Enrollment Requirements:** Acceptance to Professional Teacher Education
- 2.20 Other Special Course Requirements:** Field hours are part of this clinical program
- 2.21 Grade Type:** A-F
- 2.22 Schedule Type:** Choose the most appropriate descriptor from this list of options: Applied Learning & Lecture/Lab

Section 3: Description of proposed course This course is designed for teachers who are credentialed to teach students with mild to moderate exceptionalities who will be working in the general education curriculum and seeking a general high school diploma. Specially designed instruction in the math content area is essential for these students and must be applied based on their needs to adjust the pace, content, feedback, technology, and extent of the work they need to master the content.

3.1 Course Content Summary: Candidates receive certification for P-12 Exceptional Education: Learning and Behavior Disorders so they must have a solid grasp of aligning student strengths with specially designed instruction in the content area of mathematics. This course is designed to look specifically at this content area and instruction strategies aligned with disability characteristics to address the learning challenges in mathematics.

3.9 Learning Outcomes:

Course objectives are part of a comprehensive program to meet both KY teacher standards (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) and Council for Exceptional Children {2.1, 2.2, 3.1, 3.2, 3.3, 5.5, 6.2, 7.3}.

Learner Outcomes:

At the conclusion of this course, students will:

1. demonstrate knowledge about standards, curricula, accommodation/modifications and instructional practices used in the construction and delivery of instruction in Math content. (CEC/KY 1& 2) (KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E,) (InTASC 4, 5)
2. development of appropriate IEPs meeting student needs as determined by both formal and informal Math assessment. (CEC/KY 4, 8) (KFT 1B, 1C, 1D, 1E, 2B, 2C, 2E, 3A, 3B, 3C, 3E, 4C) (InTASC 6)

3. collect specially designed instruction tools, research-based instructional strategies, and learning strategies in the areas of Math skills for youth with mild or moderate disabilities. (CEC/KY 3, 4, 5, 6) (KFT 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C) (InTASC 4, 5, 8)
4. review and discuss current trends, issues, and challenges for education of students with mild to moderate disabilities in Math. (CEC/KY 6, 8, 9, 10) (KFT 1D, 1E, 2E, 4A, 4C, 4D) (InTASC 9, 10)
5. demonstrate use of technology in Mathematical lesson design, implementation, student use in lesson work and student progress (KY 6) (1D, 1E, 2A, 2E,) (InTASC 6, 7)

*Council for Exceptional Children (CEC) Standards are used as the basis for state standards in Exceptional Education

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

**Kentucky Teacher Standards <http://www.kyepsb.net/teacherprep/standards.asp>

KFT: Kentucky Framework for Teaching:

[http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf](http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf)

3.10 Assessment/Evaluation: Learning outcomes will be assessed by activities, demonstrations, professional reading summaries, application in the field, monitoring by master teachers, tests, and self-reflection.

Section 4: Rationale

4.1 Reason for developing this proposed course: This course is part of a careful review of the program. This review included input from our region, current candidates, standards, and alumni focus on improvement. Increased time in the secondary area in both literacy and math strategies was identified. The program had one course, SPED 345, which addressed this content. We changed the SPED 345 course to focus on reading and writing in secondary (middle and high school) and added the SPED 346 course for math in secondary. This increases the direct instruction in each content area and allows fieldwork in both areas. Special education and math are both key areas where our Kentucky region and beyond see gaps in student learning and are considered critical areas. Without success in these two areas, students with disabilities cannot attain a general diploma and transition to the work force is seriously curtailed. Our teachers need this change.

4.2 Relationship to similar courses offered by other university departments/units: No other course deals with this specific content area. No other course affected by this change.

Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course?** Due to the clinical nature of the course, this is limited to 20 students per section.
- 5.2 How many sections of this course per academic year will be offered?**
Two-2
- 5.3 How many students per academic year are expected to enroll?** 40-50
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** Over the last two years, we have averaged 50 students entering the program each year with some attrition by the time they reach their senior year when this course will be offered.
- 5.5 Proposed method of staffing:** Current staff should be able to meet the current needs.
- 5.6 Instructional technology resources:** Current resources are adequate
- 5.7 Library resources:** Current resources are adequate

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Susan Keeseey, susan.keeseey@wku.edu, 270-745-5414

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SPED 425
- 1.2 Course title: LBD Language Interventions: Strategies and Materials
- 1.3 Credit hours: 3

2. Proposed course credit hours: 4

3. Rationale for the revision of course credit hours: This course contains both a classroom and clinical component. The clinical component requires students to deliver one-on-one instruction twice weekly (45 min. per session) for the entire semester. Therefore, to adequately include the needed content with the intensive clinical component requires the 3,000 minutes allotted for a 4-credit course. The course content and standards remain the same; however, student hours required to complete this course exceeds three credits and is more representative of a four credit course.

4. Proposed term for implementation: Fall 2020

5. Dates of prior committee approvals:

School of Teacher Education

9-20-19

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Susan Keeseey, susan.keeseey@wku.edu, 270-745-5414

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDU 489
- 1.2 Course title: Student Teaching Seminar
- 1.3 Credit hours: 3

2. Proposed course credit hours: 2 or 3 (variable)

3. Rationale for the revision of course credit hours: This course is part of numerous undergraduate programs in the School of Teacher Education. Moving it to variable credit (either 2 or 3) provides the flexibility to meet students' needs in each of the programs requiring this course.

4. Proposed term for implementation: Fall 2020

5. Dates of prior committee approvals:

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

