REPORT TO THE UNIVERSITY SENATE

DATE: October 2010
FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. Create a New Course
   TCHL 520, Principles of Action Research for Teacher Leaders

II. Multiple Revisions to a Course
   TCHL 560, Action Research for Teacher Leaders

III. Revise a Program
   Non Degree Planned Fifth Year/Rank II in Elementary Education, Ref. #091*
   Non-degree Planned Firth-Year/Rank II Middle Grades Education, Ref. #154*
   Non-degree Planned Fifth-Year/Rank II Secondary Education, Ref. #125*
   MAE Interdisciplinary Early Childhood Education (IECE), Ref. #144
   MAE Elementary Education, Ref. #065
   MAE Middle Grades Education, Ref. #139
   MAE Secondary Education, Ref. #103
   MAE Exceptional Education: Learning and Behavior Disorders, Ref. #0424
   MAE Exceptional Education: Moderate and Severe Disabilities. Ref. #0425

IV. Revise Program Policy
   Graduate level non-degree certification-only programs*
College of Education & Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Kay Gandy, kay.gandy@wku.edu, 745-2991

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: TCHL 520
   1.2 Course title: Principles of Action Research for Teacher Leaders
   1.3 Abbreviated course title: Principles Action Research
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: L
   1.6 Prerequisites: Completion of Teacher Leader professional education core courses except TCHL 560
   1.7 Course catalog listing:
       Principles of action research as it is applied to educational settings.

2. Rationale:
   2.1 Reason for developing the proposed course:
       At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and Planned Fifth year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly-designed courses based on input from teachers and administrators in the WKU service area. Part of the requirements of the program are that students plan and implement an action research project. Many of the students in the Planned Fifth Year (non-degree) and MAE programs in Elementary, Middle Grades and Secondary Education have had no training in how to conduct action research. Teacher leaders must have skills in reading professional literature related to classroom practices, critiquing that literature, developing research questions, and articulating the findings of action research. These skills are not taught in undergraduate teacher preparation programs, and they are a necessary foundation for successfully completing the required capstone project that will come at the end of the MAE and Planned Fifth-Year programs. Several programs in the School of Teacher Education currently require six hours of action research related specifically to their discipline (e.g., Literacy and Exceptional Education). The revised MAE program would require only three hours without this course. Thus a gap exists in this area which would affect student success in TCHL 560 and the development of an exemplary capstone project.

   2.2 Projected enrollment in the proposed course: All students pursuing advanced teacher certification, as well as, those pursuing certification in specialty areas (e.g., educational administration) will be eligible to take this course. Students in the Planned Fifth Year (non-degree) and MAE programs in Elementary, and Middle Grades Education will be required to take the course. Based on current enrollment in the Planned Fifth Year (non-degree) and MAE programs in Elementary, and Middle Grades Education, it is estimated that 40 students per semester will enroll in the proposed course.

   2.3 Relationship of the proposed course to courses now offered by the department:
This course in the Planned Fifth Year (non-degree) and MAE programs in Elementary, Middle Grades and Secondary Education program will prepare students to be successful in TCHL 560, the capstone action research project at the end of the program. The proposed course will introduce students to the research process. Students will take the proposed course relatively early in the revised master’s programs. This will help students both to acquire/improve skills in reading research findings and to develop tentative plans to conduct an action research project.

2.4 Relationship of the proposed course to courses offered in other departments:
There are research related courses available in programs focused on pure research, statistical analysis, and applied research. Some examples of other research courses are:

- EDAD 697 Research in Administration and Supervision
- EDFN 601 Applied Statistical Techniques and Research
- EDFN 501 Educational Statistics Designs in Education
- EDFN 548 Research in Curriculum and Instruction
- PSY 512 Experimental Design
- EXED 534 Seminar: Research in Exceptional Child Education
- NURS 512 Research Application
- SOCL 513 Quantitative Research Methods
- SOCL 510 Qualitative Research Methods

None of these courses relate specifically to Teacher Leadership, and none addresses foundational skills in action research.

2.5 Relationship of the proposed course to courses offered in other institutions:
There are comparable action research courses available at the master’s level at several universities in the United States. The University of Kentucky has an EDL 669 course focusing on action research with data-driven solutions for the improvement of practice in school settings. The University of Louisville has an EDSP 687 Practicum/Action Research course. George Mason University also has an EDCI 626 action research course.

3. Discussion of proposed course:

3.1 Course objectives: At the conclusion of the course, students will:
- Understand what action research is and the purposes it serves in improving instruction
- Be able to design an action research project that could be implemented in the classroom settings where they work
- Be familiar with professional literature on a topic that they would like to research
- Be able to write a literature review
- Have skills in evaluating and critiquing action research findings
- Have skills in developing appropriate research questions

3.2 Content outline:
This course content includes current views regarding action research, implications for K-12 instruction, evaluation of current action research done by others, analysis and evaluation of action research, communication skills to articulate research findings in a scholarly manner, and use of action research for educational practitioners.

3.3 Student expectations and requirements:
Students will be expected to complete assigned readings on the research process and how research affects classroom instruction. Students will set the stage for beginning an action research project. Assessment will be based on a combination of assignments and exams, including, a literature review, analysis of data collection, framework of questions and implications for instruction.

3.4 Tentative texts and course materials:
4. **Resources:**
   
   4.1 Library resources: Adequate  
   4.2 Computer resources: None needed  

5. **Budget implications:**
   
   5.1 Proposed method of staffing: Existing Staff  
   5.2 Special equipment needed: None  
   5.3 Expendable materials needed: None  
   5.4 Laboratory materials needed: None  

6. **Proposed term for implementation:** Spring 2011  

7. **Dates of prior committee approvals:**
   
   School of Teacher Education: 04/22/2010  
   CEBS Curriculum Committee 05/04/2010  
   Professional Education Council 05/12/2010  
   Graduate Council 9/9/10  
   University Senate  

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Proposal to Make Multiple Revisions to a Course)

Contact Person: Rebecca Stobaugh, rebecca.stobaugh@wku.edu, 5-4497

1. Identification of course:
   1.1 Current course prefix (subject area) and number: TCHL 560
   1.2 Course title: Action Research for Teacher Leaders
   1.3 Credit hours: 3

2. Revise course title:
   2.1 Current course title: Action Research for Teacher Leaders
   2.2 Proposed course title: Action Research Capstone for Teacher Leaders
   2.3 Proposed abbreviated title: Action Rsrch Capstone Tch Ldrs
   2.4 Rationale for revision of course title: The course title is proposed for revision so that “capstone” can be added. This will serve to make clear the role of this course in the programs that will require it.

3. Revise course number: N/A
   3.1 Current course number:
   3.2 Proposed course number:
   3.3 Rationale for revision of course number:

4. Revise course prerequisites:
   4.1 Current prerequisite: TCHL 550
   4.2 Proposed prerequisites: Completion of 18-24 program hours, including all courses in the professional education component of the program; and TCHL 520 or instructor permission
   4.3 Rationale for revision of course prerequisites: Because this course will serve as the program capstone experience, program faculty want to make clear that students should enroll in the course toward the end of their programs. However, they should also not take the course in the final semester, as they will need sufficient time to prepare the final presentation of the action research project. Students will be expected to present the action research project during the final semester of the program. Finally, most teacher leader programs will require TCHL 520, which the faculty believe will help to prepare students for success in 560.
   4.4 Effect on completion of major/minor sequence: The revised prerequisites will help to ensure that students will be prepared appropriately for the capstone experience. Thus, it will facilitate students’ timely completion of their programs.

5. Revise course catalog listing:
   5.1 Current course catalog listing: Fundamental principles of action research in educational settings. Students will conduct an action research project in their work settings. Course should be taken after completing first 9 hours of TCHL courses.
   5.2 Proposed course catalog listing: Development, design, implementation, and analysis of action research in educational settings. Students will conduct an action research project and present the results in an advisor-designated setting. Should be taken in the student’s next-to-last semester.
   5.3 Rationale for revision of course catalog listing: At the time this course was developed, faculty had planned to have students take the course early in their programs and then complete an action research project at the end of their programs. However, faculty have determined that students will derive more benefits from taking this course toward the end
of their programs, when they can integrate what they have learned in their completed professional education and specialization courses.

6. **Revise course credit hours:** N/A
   6.1 Current course credit hours:
   6.2 Proposed course credit hours:
   6.3 Rationale for revision of course credit hours:

7. **Proposed term for implementation:** Spring, 2011

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

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
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<tbody>
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<td>Graduate Council</td>
<td>09/09/10</td>
</tr>
<tr>
<td>University Senate</td>
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Attachment: Course Inventory Form
College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

1. **Identification of program:**
   1.1 Current program reference number: 091  
   1.2 Current program title: Non Degree Planned Fifth Year/Rank II in Elementary Education  
   1.3 Credit hours: 32

2. **Identification of the proposed program changes:**
   • Revise program title: Non-Degree Planned Fifth-Year/Rank II Elementary Education for Teacher Leaders  
   • Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.  
   • Addition of a culminating assessment requirement.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tbody>
<tr>
<td><strong>Admission Requirements</strong></td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level. This program requires 32 hours.</td>
<td>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</td>
</tr>
<tr>
<td><strong>Required Professional Education Component—20 hours</strong></td>
<td>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</td>
</tr>
<tr>
<td><strong>Required Professional Education Courses—5-8 hours</strong></td>
<td>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</td>
</tr>
<tr>
<td>+EDU 501, ELED 503, EXED 516*, ++EDU 596/598</td>
<td>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <em>Important Note</em> below). All students must</td>
</tr>
</tbody>
</table>
| *Students should enroll in EDU 501 within the first 7 hours of course work.  
**Students should enroll in EDU 596/598 after completing at least 24 hours of course work. |  

| Restricted Elective—3 hours | Professional Education Electives—6-9 hours  
PSY 510, PSY 511, PSY 519, or PSY 540 | Six – nine hours of advisor-approved related professional education courses. |

**Restricted Elective—3 hours (Choose one of the following)**

| ELED 505, ELED 506, ELED 507, ELED 509, LTCY 519, EDU 522, EDU 524 | An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. |

**Specialization Component (12 hours)**
Twelve hours of advisor-approved specialization courses.
*An approved elective may be substituted if an introductory Exceptional Education course is on the student’s transcript.
**Not required for students seeking Gifted Education endorsement

either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements:
Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education.

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Professional Education Component—9-16 hours
TCHL 500 – Foundations of Teacher Leadership (3 hours)
TCHL 530 – Curriculum Development (3 hours)
TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

Courses in boldface are required.

Mid-Point Assessment Requirements:
To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Specialization Component—16-23 hours
Required: 6 hours
TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
Advisor-approved content-specific course (3 hours)

Electives: 10-17 hours

With advisor approval, students may select content electives or course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).

Total Program Hours: 32

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

Candidates must achieve a minimum 2.5 cumulative GPA.

4. Rationale for the proposed program change:
   - The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
   - At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and fifth year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

   School of Teacher Education        4-23-10
   CEBS Curriculum Committee          5-4-10
   Professional Education Council     5-12-10
   Graduate Council (for information) 9/9/10
   University Senate (for information) 

**Attachment:** Program Inventory Form
College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. **Identification of program:**
   1.1 Current program reference number: #154
   1.2 Current program title: Non-degree Planned Fifth-Year/Rank II Middle Grades Education
   1.3 Credit hours: 32

2. **Identification of the proposed program changes:**
   - Revise program title: Non-degree Planned Fifth-Year/Rank II Middle Grades for Teacher Leaders
   - Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   - Addition of a culminating assessment requirement.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Requirements:</strong></td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Middle Grades Education must hold or be eligible to hold a teaching certificate at the middle grades level.</td>
<td>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</td>
</tr>
<tr>
<td>This program requires 32 hours.</td>
<td>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</td>
</tr>
<tr>
<td><strong>Professional Education Components (18 hours)</strong></td>
<td>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</td>
</tr>
<tr>
<td>Professional Development Component—3 hours</td>
<td>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</td>
</tr>
<tr>
<td>EDU 501 Seminar: Designing Professional Development Plan (1 hour)</td>
<td>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take</td>
</tr>
<tr>
<td>EDU 596 Portfolio Development &amp; Professional Education Growth Plan (2 hours)</td>
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<tr>
<td>* Students should enroll in EDU 501 within the first 7 hours of course work.</td>
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<tr>
<td>++ Students should enroll in EDU 596 after completing 24 hours of course work.</td>
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<tr>
<td><strong>Educational Psychology Component—3 hours</strong></td>
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<tr>
<td>PSY 510 Advanced Educational Psychology</td>
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<td>PSY 511 Psychology of Learning</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>PSY 519</td>
<td>Psychological Perspectives on Classroom Behavior</td>
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<td><em>Strategies Component—3 hours</em></td>
</tr>
<tr>
<td>EDU 522</td>
<td>Foundations of Differentiated Instruction</td>
</tr>
<tr>
<td>EDU 524</td>
<td>Educational Assessment</td>
</tr>
<tr>
<td>EDU 544</td>
<td>Classroom Teaching Strategies</td>
</tr>
<tr>
<td>ENVE 575</td>
<td>Introduction to Environmental Education</td>
</tr>
<tr>
<td>LTCY 524</td>
<td>Content Area Literacy</td>
</tr>
<tr>
<td>GTE 537</td>
<td>Curriculum, Strategies, &amp; Materials for Gifted Students</td>
</tr>
<tr>
<td>LTCY 444G</td>
<td>Reading in the Secondary Grades</td>
</tr>
<tr>
<td>SEC 580</td>
<td>The Curriculum</td>
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<tr>
<td>MGE 571</td>
<td>Middle School Curriculum</td>
</tr>
</tbody>
</table>

**Curriculum Component—3 hours**

**Restricted Elective —3 hours**

If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, EDU 522, EDU 524, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.

**Research/Assessment Component—3 hours**

EDFN 500 Research Methods or Content Specific Research Course

**Specialization/Content Component—12 hours**

Advisor must approve courses.

(see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

**Admission Requirements:**

Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

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

**Courses in boldface are required.**

**Professional Education Core—9-16 hours**

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<td>TCHL 500</td>
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<td>TCHL 530</td>
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*discipline-specific action research course
Mid-Point Assessment Requirements:
To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.

Specialization Component—17-23 hours
Required: 9 hours
TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
Advisor-approved education course (3 hours)
Advisor-approved content-specific course (3 hours)

Electives: 8-14 hours
With advisor approval, students may select appropriate elective courses from:
- the discipline in which the student is certified;
- academic disciplines related to P-12 common core standards;
- CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and
- approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: 32-39
Program Completion Requirements:
1. Successfully complete TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in an approved venue.
3. Achieve a minimum 2.5 GPA in course work.

4. Rationale for the proposed program change:
• The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.

• At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

• Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

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   CEBS Curriculum Committee 5/4/10
   Professional Education Council 5/12/10
   Graduate Council (for information) ___(9/9/10)_______
   University Senate (for information) ___________________

**Attachment: Program Inventory Form**
Proposal to Revise a Program
(Action Item)

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. **Identification of program:**
   1.1 Current program reference number: #125
   1.2 Current program title: Non-degree Planned Fifth-Year/Rank II Secondary Education
   1.3 Credit hours: 32

2. **Identification of the proposed program changes:**
   • Revise program title: Non-degree Planned Fifth-Year/Rank II Secondary Education for Teacher Leaders
   • Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   • Addition of a culminating assessment requirement.

3. **Detailed program description:**

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<td><strong>Admission Requirements:</strong></td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level.</td>
<td></td>
</tr>
<tr>
<td>This program requires 32 hours.</td>
<td>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</td>
</tr>
<tr>
<td><strong>Professional Education Components—18 hours</strong></td>
<td></td>
</tr>
<tr>
<td><em>Professional Development Component—3 hours</em></td>
<td>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</td>
</tr>
<tr>
<td>†EDU 501 Seminar: Designing Professional Development Plan (1 hour)</td>
<td>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</td>
</tr>
<tr>
<td>‡EDU 596 Portfolio Development &amp; Professional Education Growth Plan (2 hours)</td>
<td>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take</td>
</tr>
<tr>
<td>†Students should enroll in EDU 501 within the first 7 hours of course work.</td>
<td></td>
</tr>
<tr>
<td>‡Students should enroll in EDU 596 after completing 25 hours of course work.</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Psychology Component—3 hours</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PSY 510 Advanced Educational Psychology
PSY 511 Psychology of Learning
PSY 519 Psychological Perspectives on Classroom Behavior

Strategies Component—3 hours
EDU 522 Foundations of Differentiated Instruction
EDU 524 Educational Assessment
EDU 544 Classroom Teaching Strategies
ENVE 575 Introduction to Environmental Education
LTCY 524 Content Area Teaching
GTE 537 Curriculum, Strategies, & Materials for Gifted Students
LTCY 444G Reading in the Secondary Grades

Curriculum Component—3 hours
SEC 580 The Curriculum
MGE 571 Middle School Curriculum

Restricted Elective Component—5 hours
If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 522, EDU 524, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.

Research/Assessment Component (3 hours)
EDFN 500 Research Methods or Content Specific Research Course

Specialization/Content Component—12 hours
Advisor approved

(see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements:
Applicants must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12).

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

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

Courses in boldface are required.

Professional Education Core—9-16 hours
TCHL 500 – Foundations of Teacher Leadership (3 hours)
TCHL 530 – Curriculum Development (3 hours)
TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Mid-Point Assessment Requirements:
To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.

Specialization Component—17-23 hours
Required: 6 hours
TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
Advisor-approved content-specific course (3 hours)

Electives: 11-17 hours
With advisor approval, students may select appropriate elective courses from:
• the discipline in which the student is certified;
• academic disciplines related to P-12 common core standards;
• CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and
• approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: 32-39

Program Completion Requirements:
5. Successfully complete TCHL 560 (Course grade of C or higher).
6. Give acceptable presentation of action research in an approved venue.
7. Achieve a minimum 2.5 GPA in course work.

4. Rationale for the proposed program change:
   • The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
   • At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of
“teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

- Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

   School of Teacher Education 4/22/10
   CEBS Curriculum Committee 5/4/10
   Professional Education Council 5/12/10
   Graduate Council (for information) ____ (9/9/10) _______
   University Senate (for information) ____________________

**Attachment: Program Inventory Form**
1. **Identification of program:**
   1.1 Current program reference number: 144
   1.2 Current program title: Interdisciplinary Early Childhood Education (IECE)
   1.3 Credit hours: 36

2. **Identification of the proposed program changes:**
   • Revise program title: Interdisciplinary Early Childhood Education Birth to Primary (IECEBP).
   • Create concentrations within the IECE MAE program (see attached table) according to the qualifications and certifications that the students possess (i.e., Initial Certification and Advanced Certification Concentrations). This process will result in modifications of program requirements to meet the needs of the students depending on the qualifications of the candidates.
   • Create admission requirements for the IECE MAE Advanced Certification Concentration to be consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.
   • Eliminate the requirement that students must be admitted to the IECE program before beginning coursework in the program sequence.
   • Allow for advisor approved electives for CD 481G, CD 486G, and CFS 577.
   • Replace the oral comprehensive exam with a portfolio to be developed and presented during enrollment in IECE 524 Internship in IECE as the culminating experience of the Initial Certification Concentration.
   • Replace the oral comprehensive exam with an action research project as the culminating experience for the Advanced Certification Concentration.

3. **Detailed program description:**

   See attached table for comparison of current and proposed program.

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

   Through program assessment, including feedback from regional stakeholders and program graduates, the Interdisciplinary Early Childhood Education (IECE) faculty has recognized the need to modify the IECE MAE program to create two concentrations and to adapt other program requirements to meet the diverse needs of students in each concentration.

   • Interdisciplinary Early Childhood Education Birth to Primary is being proposed as the new program title since the addition of the phrase, birth to primary, brings the title more in line with the recognized terminology for educators in
the Commonwealth who work with children birth through five years in public school and First Steps programs.

• The current IECE MAE program leads to initial certification in IECE. The proposed Initial Certification Concentration will continue to provide a program of study for individuals who have an undergraduate degree in another major and want to obtain a master’s degree in IECE and be eligible to be recommended for IECE certification. This concentration is designed to help alleviate the shortage for qualified early childhood educators in the Commonwealth and to provide students without prior IECE certification the knowledge and skills to work with children birth through five and their families.

When the IECE MAE program was developed, WKU did not have a BS program in IECE. WKU and other state universities now have BS programs in IECE. Thus, the need now exists for an advanced program of study in IECE. The Advanced Certification Concentration will allow students with IECE certification the opportunity to tailor their programs based upon career goals and certification needs.

• A modification of admission requirements for the Advanced Certification Concentration is proposed so that the IECE requirements are consistent with those in other advanced certification programs in the School of Teacher Education.

• The current program requires that students “must be officially admitted to the IECE program before beginning the program sequence”. The introductory IECE graduate course, IECE 520 Organizing Programs in IECE, is only offered in the fall semester. Applicants often want to begin coursework in spring or summer terms prior to admission for the fall semester. Eliminating this requirement will allow applicants to enroll in course work that does not require IECE 520 as a prerequisite with advisor approval prior to being admitted to the graduate program.

• Allowing for advisor approved electives to substitute for CD 481G, CD 486G, and CFS 577 will provide more flexibility for students as these courses are only offered one semester per year. Also, some students seeking advanced certification may have taken CD 481 and CD 486 as undergraduates, so there is a need to identify appropriate substitutions for these students.

• The current program completion requirement is an oral comprehensive exam. The oral exam has been required for two primary purposes: (1) to allow students to synthesize and discuss theory and research in an applied manner and (2) to present this information in a professional context. A modification of this requirement is proposed for the Initial Certification Concentration. As part of the capstone experience for the proposed Initial Certification Concentration, IECE 524 Internship in IECE, students will develop and present a culminating portfolio. The development and presentation of the
culminating portfolio will achieve the same goals as the oral comprehensive exam.

• A modification of the program completion requirement is also proposed for the Advanced Certification Concentration. Students will successfully complete TCHL 560 Action Research for Teacher Leaders and present research results in a venue approved by their advisor. This modification will facilitate alignment with other advanced certification programs in the School of Teacher Education.

5. Proposed term for implementation and special provisions (if applicable):
Spring 2011

6. Dates of prior committee approvals:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Teacher Education</td>
<td>3/19/10</td>
</tr>
<tr>
<td>CEBS Curriculum Committee</td>
<td>5/4/10</td>
</tr>
<tr>
<td>Professional Education Council</td>
<td>5/12/10</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>9/9/10</td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>

Attachment: Program Inventory Form
<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. #144</strong></td>
<td><strong>Master of Arts in Education Interdisciplinary Early Childhood Education Birth to Primary</strong></td>
</tr>
<tr>
<td><strong>Total Hours: 36</strong></td>
<td><strong>Total Hours: 36</strong></td>
</tr>
</tbody>
</table>

The program is designed to prepare early childhood educators to work with children, both with and without special needs, ages birth through kindergarten and their families. Program graduates are eligible to apply for certification in interdisciplinary early childhood education (IECE), birth to primary (B-P). This certification qualifies individuals to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

In addition to meeting the graduate studies admission requirements, applicants must complete the IECE application process through the Department of Special Instructional Programs. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. Applicants must be officially admitted to the IECE program before beginning the program sequence. Students must have had EXED 330 or EXED 516 or equivalent prior to entering the master’s program or complete one of them as a program deficiency.

The performance-based program of study requires 36 semester hours of course work and 240 clock hours completed as part of ongoing course work. The culminating experience of the program is a summer internship. During the final semester of course work, the candidate must also pass an oral comprehensive exam.

Program requirements:

- **Professional education—9 hours**
  - IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education
  - EXED 523 Curriculum/Methods in Early Childhood Special Education
  - CD 486G Language Disorders

- **Specialization courses—12 hours**

**ADMISSION TO PROGRAM**

Admission to the Initial Certification Concentration
CD 481G Speech & Language Development (3 hours)
IECE 521 Assessment in IECE (3 hours)
IECE 522 Family-Centered Services (3 hours)
IECE 524 Internship in IECE (3 hours)

Research foundation - 3 hours
EDFN 500 Research Methods (3 hours)

Content area courses—12 hours
CFS 577 Seminar in Child Development Research (3 hours)
IECE 520 Organizing Programs for IECE (3 hours)
SWK 436G Services to Children (3 hours)
PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)

Prerequisites: EXED 330 or EXED 516 or equivalent course

requires the following:

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

Admission to the Advanced Certification Concentration requires the following:

• **WKU Graduate:** Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application.

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

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

*Applicants with undergraduate degrees from all
other accredited universities with a GPAs lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. In addition, applicants must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education and must submit a copy of the teaching certificate or Statement of Eligibility* with the application.

**Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

PROGRAM COMPLETION REQUIREMENTS

Program completion requirements for the Initial Certification Concentration are as follows:

Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and present an acceptable culminating portfolio as a course and program requirement.

Program completion requirements for the Advanced Certification Concentration are as follows:

- Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue.
- Candidates must have at least a 3.0 GPA overall and in the program.

CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS

- CFS 577 Seminar in Child Development Research or advisor approved elective (3 hours)
- CD 486G Language Disorders or advisor approved elective (3 hours)
- IECE 520 Organizing Programs for IECE (3 hours)
- SWK 436G Services to Children (3 hours)
- PSY 645 Consultation in Educational & Mental
Initial Certification Concentration

The MAE in IECE, Initial Certification Concentration, is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 36 semester hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as part of ongoing course work. The culminating experience of the program is a summer internship. Students complete 18 hours of core coursework and 18 semester hours of specialization coursework. Upon completion of the program and achieving a passing score on the PRAXIS II, students are eligible to be recommended for the Statement of Eligibility to teach children birth through kindergarten.

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

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

Total with Core Courses – 36 hours

Advanced Certification Concentration

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

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

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

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

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

Total with Core Courses – 36 hours
College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

1. Identification of program:
   1.1 Current program reference number: 065
   1.2 Current program title: Master of Arts in Education Elementary Education
   1.3 Credit hours: 30

2. Identification of the proposed program changes:
   • Revise program title: MAE Elementary Education for Teacher Leaders
   • Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   • Substitution of TCHL 560 Action Research Capstone for Teacher Leaders for the comprehensive exam as the culminating experience for the program.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Requirements (Criteria vary, depending on the student's undergraduate institution and GPA):</strong></td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>• No GRE qualifying score will be required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</td>
<td>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</td>
</tr>
<tr>
<td>• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</td>
<td>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</td>
</tr>
<tr>
<td>• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</td>
<td>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</td>
</tr>
<tr>
<td>• Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services.</td>
<td>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must</td>
</tr>
</tbody>
</table>
(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)

**Professional Education Component—21-24 hours**

**Required Core – 9-12 hrs**
- EDU 501 (2 hours)
- EDU 596 (1 hour)
- ELED 503
- EDFN 500 (Should be completed within the first 12 hours of program.)
- EXED 516 or an approved elective may be substituted if an Exceptional Education course is on the student’s graduate or undergradate transcript.

**Restricted General Electives – 9 hrs** (Other courses may be selected with permission of advisor, teacher certification officer and Graduate Studies and Research.)
- EDU 522
- EDU 524
- EDU 544
- ELED 505
- ELED 506
- ELED 507
- EDU 507 (GEOG 507)
- EDFN 500
- ENVE 580
- GTE 536
- LTCY 519
- LTCY 524/LTCY 624
- PSY 510/511/519/519

**Educational Psychology Component – 3 hrs** (Choose one.)
- PSY 510/PSY 511/PSY 519/PSY 540

**General Content Electives—6-12 hours**
Advisor-approved elective courses from the following content areas: Art, Biology, Chemistry, Communication, Economics, English, Leadership, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Psychology, Sociology, Theatre:
- OR elective hours selected from the following courses:
  - AMS 465G
  - BIOL 507
  - CNS 580
  - CNS 586
  - ECON 505
  - GEOG 507
  - JOUR 481G
  - LME 410G
  - LME 411G
  - LME 518
  - MATH 507
  - MATH 507
  - PH 465G
  - PH 467G
  - PH 468G
  - PH 481G
  - PH 586

In place of content electives, students may substitute course work for endorsements in English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

**Admission Requirements: (Criteria vary, depending on the student’s undergraduate institution and GPA):**

1. **WKU Graduate: Automatic Admission**
   No qualifying GAP** score will be required for graduates of the WKU B.S. in Elementary Education program, as long as they have or are eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.

2. **Graduate of a Kentucky Higher Education Institute other than WKU:**
   Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or a qualifying GRE/GAP** score and must have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.

3. **Graduate of an Out-of-State Institution of Higher Education**
   Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or a qualifying GRE/GAP** score and must have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued
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.

**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher**

**Important Note:** While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

**Professional Education Component—9-16 hours**

<table>
<thead>
<tr>
<th>TCHL 500 – Foundations of Teacher Leadership (3 hours)</th>
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<tbody>
<tr>
<td>TCHL 530 – Curriculum Development (3 hours)</td>
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<td><strong>TCHL 560</strong> – <strong>Action Research Capstone for Teacher Leaders</strong> (3 hours)</td>
</tr>
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</table>

Courses in boldface are required.

**Mid-Point Assessment Requirements:**

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

Specialization Component—15-21 hours

**Required: 6 hours**

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

Advisor-approved content-specific course (3 hours)

**Electives: 9-15 hours** Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student’s professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

**Total Program Hours: 30-31**

**Program Completion Requirements:**

Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.

Candidates must achieve a minimum 3.0 GPA overall and in program course work.

---

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

   - The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
   - At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and non degree planned fifth-year advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
   - Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.
5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

   - School of Teacher Education: 4-23-10
   - CEBS Curriculum Committee: 5-4-10
   - Professional Education Council: 5-12-10
   - Graduate Council: 9/9/10
   - University Senate: ________________

Attachment: Program Inventory Form
College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise a Program
(Action Item)

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. **Identification of program:**
   1.1 Current program reference number: #139
   1.2 Current program title: Master of Arts in Education: Middle Grades Education
   1.3 Credit hours: 30

2. **Identification of the proposed program changes:**
   - Revise program title: MAE Middle Grades Education for Teacher Leaders
   - Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   - Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because this program leads to a professional teaching certificate, applicants must hold or be eligible to hold a teaching certificate at the middle grades level, or have a valid Middle Grades program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>The MAE in Middle Grades Education may be planned to include a certification endorsement for literacy, gifted education, English as a second language, or Instructional Computer Technology. The MAE in Middle Grades Education requires 30 hours.</td>
<td>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</td>
</tr>
<tr>
<td>Professional Education Components—18 hours</td>
<td>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</td>
</tr>
<tr>
<td><strong>Professional Development Component—3 hours</strong></td>
<td>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</td>
</tr>
<tr>
<td>+EDU 501Seminar: Designing Professional Development Plan (1 hour)</td>
<td>During the first course in the program, TCHL 500 <em>Foundations of Teacher Leadership</em>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either</td>
</tr>
<tr>
<td>++EDU 596Portfolio Development &amp; Professional Education Growth Plan (2 hours)</td>
<td>forwards.</td>
</tr>
<tr>
<td>* Students should enroll in EDU 501 within the first 7 hours of course work.</td>
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</tr>
<tr>
<td>++ Students should enroll in EDU 596 after completing at least 24 hours of course work.</td>
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</tr>
<tr>
<td><em>Educational Psychology Component—3 hours</em></td>
<td></td>
</tr>
<tr>
<td>PSY 510 Advanced Educational Psychology</td>
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<tr>
<td>PSY 511 Psychology of Learning</td>
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<td>PSY 519 Psychological Perspectives on Classroom Behavior</td>
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<tr>
<td>Strategies Component—3 hours</td>
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<tr>
<td>EDU 544 Classroom Teaching Strategies</td>
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<tr>
<td>ENVE 575 Introduction to Environmental Education</td>
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<tr>
<td>LTCY 524 Teaching Reading Skills in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>GTE 537 Curriculum, Strategies, &amp; Materials for Gifted Students</td>
<td></td>
</tr>
<tr>
<td>LTCY 444G Reading in the Secondary Grades</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Component—3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 580 The Curriculum</td>
</tr>
<tr>
<td>MGE 571 Middle School Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restricted Elective—3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript; another course may be selected from SEC 580, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research/Assessment Component—3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500 Research Methods or Content Specific Research Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization/Content Component—12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor-approved</td>
</tr>
</tbody>
</table>

complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements: (Criteria vary, depending on the student’s undergraduate institution and GPA):

1. **WKU Graduate: Automatic Admission**
   - No qualifying GAP/GRE** scores will be required for graduates of the WKU B.S. in Middle Grades Education program, as long as they have or are eligible for a teaching certificate for Middle Grades education (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

2. **Graduate of a Kentucky Higher Education Institute other than WKU:**
   - Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

3. **Graduate of an Out-of-State Institution of Higher Education**
   - Applicants with undergraduate degrees from all other higher education accredited universities must have 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy.
of the reissued certificate.

**Qualifying GAP Score:** 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher

**Important Note:** While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

**Courses in boldface are required.**

**Professional Education Core—9–16 hours**

- **TCHL 500** – Foundations of Teacher Leadership (3 hours)
- **TCHL 530** – Curriculum Development (3 hours)
- **TCHL 540** – Classroom Instruction: Instructional Strategies (1 hour)
- **TCHL 544** – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
- **TCHL 548** – Classroom Instruction: Managing the Learning Environment (1 hour)
- **TCHL 550** – Student Assessment I: Fundamentals of Student Assessment (1 hour)
- **TCHL 554** – Student Assessment II: Standardized Testing (1 hour)
- **TCHL 558** – Student Assessment III: Classroom Tests and Instruments (2 hours)
- **TCHL 560** – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

**Mid-Point Assessment Requirements:**

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.

**Specialization Component—14-21 hours**

**Required: 6 hours**

TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
Advisor-approved content-specific course (3 hours)

**Electives: 8-15 hours**

With advisor approval, students may select appropriate elective courses from:
- the discipline in which the student is certified;
- academic disciplines related to P-12 common core standards;
- CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology;
- approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and
- courses identified as prerequisites for Instructional Leader programs.

**Total Program Hours: 30-37**

**Program Completion Requirements:**

8. Successfully complete TCHL 560 (Course grade of C or higher).
9. Give acceptable presentation of action research in an approved venue.
10. Achieve a minimum 3.0 GPA overall and in program course work.

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4. **Rationale for the proposed program change:**
   - The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
   - At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
   - Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011.
   - By state regulation students seeking advanced certification may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
• Students seeking initial certification at the graduate level (e.g., alternate route to certification, GSKyTeach) will continue to follow the current program requirements until a proposed new MAT degree program completes the university curriculum approval process and is approved by the Council on Post-Secondary Education and the Education Professional Standards Board. This is projected for Fall 2011.

6. Dates of prior committee approvals:

   School of Teacher Education 4/22/10
   CEBS Curriculum Committee 5/4/10
   Professional Education Council 5/12/10
   Graduate Council 9/9/10
   University Senate

Attachment: Program Inventory Form
College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise a Program
Action Item

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:
   1.1 Current program reference number: #103
   1.2 Current program title: Master of Arts in Education: Secondary Education
   1.3 Credit hours: 30

2. Identification of the proposed program changes:
   • Revise program title: MAE Secondary Education for Teacher Leaders
   • Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   • Substitution of TCHL 560 Action Research Capstone for Teacher Leaders for the comprehensive exam as the culminating experience for the program.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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</thead>
<tbody>
<tr>
<td>Because this program leads to a professional teaching certificate, applicants must 1. Hold or be eligible to hold a teaching certificate at the secondary level, or 2. Have a valid secondary education conversion program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MA in Education.) Candidates must declare both a major and a minor (one must be in Secondary Education). The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, literacy, or Instructional Computer Technology. This program requires 30 hours.</td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take</td>
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Professional Education Components—12-18 hours

Professional Development Component—3 hours
+ EDU 501 Seminar: Designing Professional Development Plan (1 hour)
++ EDU 596 Portfolio Development & Professional Education Growth Plan (2 hours)
++ Students should enroll in EDU 501 within the first 7 hours of course work.
+++ Students should enroll in EDU 596 after completing 24 hours of course work.

Educational Psychology Component—3 hours
PSY 510 Advanced Educational Psychology
PSY 511 Psychology of Learning
PSY 519 Psychological Perspectives on Classroom Behavior

Strategies Component—3 hours
EDU 544 Classroom Teaching Strategies
ENVE 575 Introduction to Environmental Education
LTCY 524 Content Areas Literacy
GTE 537 Curriculum, Strategies, & Materials for Gifted Students
LTCY 444G Reading in the Secondary Grades

Curriculum Component—3 hours
SEC 580 The Curriculum
MGE 571 Middle School Curriculum
* Restricted Elective—3 hours
If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.

Research/Assessment Component—3 hours
EDFN 500 Research Methods or Content Specific Research Course

Specialization/Content Component—12-18 hours
(Content Advisor Approved)
Secondary education majors—12 hours

Admission Requirements: (Criteria vary, depending on the student’s undergraduate institution and GPA):

1. WKU Graduate: Automatic Admission
   No qualifying GRE/GAP** score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. Graduate of a Kentucky Higher Education Institute other than WKU:
   Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education
   Applicants with undergraduate degrees from all other higher education accredited universities
Secondary education minors-18 hours  
*Secondary education minors may be required to enroll in an additional 3 hours of professional education to achieve the restricted elective component. If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, students are required to enroll in EXED 516. These 3 hours will be in addition to the 30 hours required for the program.

Requirements for other endorsement areas may be obtained from the appropriate academic department:

- Teaching English as a Second Language (TESL) - Department of English
- Literacy- Department of Special Instructional programs
- Gifted and Talented Education -Department of Curriculum and Instruction
- Instructional Computer Technology - Department of Special Instructional Programs

must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher

Important Note: While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Secondary Education Major
Professional Education Core—9-16 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership (3 hours)</td>
<td></td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development (3 hours)</td>
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</tr>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies (1 hour)</td>
<td></td>
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<tr>
<td>TCHL 544</td>
<td>Classroom Instruction: Equitable School and Community Partnerships (1 hour)</td>
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</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment (1 hour)</td>
<td></td>
</tr>
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</table>
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Other Education Courses—3-9 hours
TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
Other advisor-approved education electives

Specialization Component—12 hours
Required: 3 hours
Advisor-approved content-specific course

Electives: 9 hours
With advisor approval, students may select appropriate elective courses from:
• the discipline in which the student is certified;
• academic disciplines related to P-12 common core standards;
• CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology;
• approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and
• courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Secondary Education Minors

Content Area Specialization Component --18 hours
Contact advisor in major area for program information.

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours
TCHL 500 – Foundations of Teacher Leadership (3 hours)
TCHL 530 – Curriculum Development (3 hours)
TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

Education Electives—0-3 hours
Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 Principles of Action Research for Teacher Leaders is strongly recommended.

Total Program Hours: 30-37

Mid-Point Assessment Requirements:
To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 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.

Program Completion Requirements:
11. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
12. Give acceptable presentation of action research in an approved venue.
13. Achieve a minimum 3.0 GPA overall and in program course work.

4. Rationale for the proposed program change:
• The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
• At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
• Students’ successful completion of TCHL 560 or an approved discipline specific action research course will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

   • By state regulation students seeking advanced certification may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
   • Students seeking initial certification at the graduate level (e.g., alternate route to certification, GSKyTeach) will continue to follow the current program requirements until a proposed new MAT degree program completes the university curriculum approval process and is approved by the Council on Post-Secondary Education and the Education Professional Standards Board. This is projected for Fall 2011.

6. Dates of prior committee approvals:

   School of Teacher Education 4/22/10
   CEBS Curriculum Committee 5/4/10
   Professional Education Council 5/12/10
   Graduate Council 9/9/10
   University Senate

Attachment: Program Inventory Form
Contact Person: Janet L. Applin, 745-6105, janet.applin@wku.edu

1. **Identification of program:**
   1.1 Current program reference number: #0424
   1.2 Current program title: MAE in Exceptional Education: Learning and Behavior Disorders (LBD)
   1.3 Credit hours: 30 hours

2. **Identification of the proposed program changes:**
   - Revise program title: MAE Special Education, LBD
   - For students in the advanced certification concentrations (LBOC and LBLB): Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   - Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
   - Substitution of Capstone/Culminating Experience (e.g. Teacher Work Sample) for Initial Preparation Program in LBD/Exceptional Education (LBNC Concentration) for the comprehensive exam.
   - Modify admission requirements for students in the Exceptional Education MAE Learning and Behavioral Disorders advanced certification concentrations (LBOC and LBLB) in Learning and Behavior Disorders (LBD) consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Program</th>
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<tbody>
<tr>
<td><strong>PROGRAM DESCRIPTION</strong></td>
<td><strong>PROGRAM DESCRIPTION</strong></td>
</tr>
<tr>
<td>Master of Arts in Exceptional Education – Learning and Behavior Disorders, Ref. #107</td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Exceptional Education program area, offers courses and experiences for initial preparation of Exceptional Education teachers and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>This program provides preparation for students who wish to pursue careers in a P-12 school setting as teaching professionals serving students with diverse learning needs, including Learning and Behavior Disorders. The Department of Special Instructional Programs, through the Exceptional Education program area, offers four concentrations within the MAE in Exceptional Education, LBD programs:</td>
<td>Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders are offered within the MAE in Exceptional Education LBD:</td>
</tr>
<tr>
<td>• LBAC – Alternate Route to Certification in LBD;</td>
<td>• LBNC: Initial Certification in LBD including Alternate Route to Teacher Certification in LBD</td>
</tr>
<tr>
<td>• LBNC – Initial LBD Certification for those with no other teacher certification;</td>
<td></td>
</tr>
<tr>
<td>• LBOC – Initial LBD certification for those with prior teacher certification in another area or a statement of eligibility for such; and</td>
<td></td>
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<tr>
<td>• LBLB – Advanced LBD certification for those with prior certification in LBD</td>
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</tbody>
</table>
Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration will be based upon their current teaching certification or lack thereof. All courses in the program carry critical performance indicators (CPIs) which must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

For program and degree completion, a passing score on a comprehensive examination or action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a C.

Note: To be eligible for teacher certification and prior to enrollment in EXED 590, a passing score on the PRAXIS II is required for all students.

ADMISSION TO PROGRAM
Applicants must apply and be accepted through WKU Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must then meet the requirements for admission into the MAE programs in Exceptional Education and the College of Education and Behavioral Sciences.

Admission to all LBD concentrations requires the following:

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher; Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other requirements for admission to teacher education; and
- Submit an admission portfolio to the Exceptional Education faculty. Details regarding the requirements for the admission

ADMISSION TO PROGRAM

- LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area other than Exceptional Education LBD.
- LBLB: Advanced Preparation in LBD for those with prior certification in LBD.

Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration are based upon their current teaching certification or lack thereof. Students in all concentrations will complete specialization and elective courses, as well as a core of common courses, based upon their certification status, educational background, and career goals.

Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).

All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

ADMISSION TO PROGRAM

Applicants must apply to and be accepted through Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must meet the requirements for admission into the MAE programs in Exceptional Education and the College of Education and Behavioral Sciences.

Admission to the LBNC Initial Certification Concentration requires the following:

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher; Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other requirements for admission to teacher education; and
- Submit an admission portfolio to the Exceptional Education faculty. Details regarding the requirements for the admission
Admission Requirement Exceptions:

1. Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

2. Students who are graduates of an accredited college or university and have an undergraduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

3. Students who are graduates from an accredited college or university with a master’s degree and have a graduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members.
that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

The LBAC and LBNC concentrations comprise 21 hours of core courses, 6 hours of introductory Exceptional Education courses, 3 hours of Literacy courses, and 6 hours of field experience/internship courses for a total of 39 credit hours.

The LBOC and LBLB concentrations comprise 21 hours of core courses, 3 hours of advanced Exceptional Education coursework, and 6 hours of field work or action research coursework for a total of 30 credit hours.

Students have the option of adding the Autism Certificate to any LBD concentration and may include no more than 12 hours of ASD Courses within their program of study. The five Autism Certificate courses are EXED 610; EXED 612; EXED 615; EXED 618; and EXED 619.

### Core Courses for LBAC; LBNC; LBOC; and LBLB Concentrations:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods OR</td>
<td>3</td>
</tr>
<tr>
<td>EXED 534</td>
<td>Research in Exception Child Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 519</td>
<td>Classroom Behavior OR</td>
<td>3</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Behavior Problems in Children OR</td>
<td>3</td>
</tr>
<tr>
<td>EXED 518</td>
<td>Issues in Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>EXED 532</td>
<td>Families, Professionals, and Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EXED 530</td>
<td>Advanced Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EXED 531</td>
<td>Advanced Prescriptive Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EXED 517</td>
<td>Transition Services and Programming</td>
<td>3</td>
</tr>
<tr>
<td>EXED 630</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 21 hours

### EXED LBD Concentrations

**Learning and Behavior Disorders Alternate Route to Certification, Concentration Code: LBAC**

The Alternate Route to Certification in Exceptional Education is designed for individuals who are currently employed, or have written documentation of two references from public school teachers and/or administrators that address their dispositions to teach.

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

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

*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 re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.

**Important Note:** While enrolled in TCHL 500, students will use several documents, including their...
a school district’s intent to employ, as a teacher of students with Learning and Behavior Disorders. This 39 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas. This option is for those individuals with no prior teaching certification in any area. Upon verification of employment in an approved setting, students are eligible for recommendation for a Temporary Provisional Teaching Certificate in LBD. This certificate is issued for one year and is renewable for two additional years (total of 3 years). Students in this program must complete ALL state and university requirements within the three-year time frame.

Upon completion of program, passing Praxis II, and completing the Kentucky Teacher Internship Program (KTIP), these students will be eligible to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

**Specific Course Requirements – 18 Hours + 21 Hours Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXED 515</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EXED 516</td>
<td>Exceptional Child: Perspectives and Issues</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 519</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EXED 590</td>
<td>Internship in Special Education Education</td>
<td>6</td>
</tr>
<tr>
<td>Advisor Approved Content Elective</td>
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<td></td>
</tr>
</tbody>
</table>

Sub Total: 18 hours

Total with Core Courses: 39 hours

**Learning and Behavior Disorders Initial Certification, Concentration Code: LBNC**

The MAE in LBD, Initial Certification, is for individuals who are not currently employed as a teacher of students with Learning and Behavior disorders. This 39 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas. This option is for those individuals with no prior teaching certification in any area and not currently employed as a teacher of students with Learning and Behavior Disorders. If the student does not secure employment as the teacher of record in an LBD setting during the program, the KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

**PROGRAM COMPLETION REQUIREMENTS:**

Program Completion Requirements for the Initial Certification Concentration (LBNC) are as follows:

Candidates must successfully complete 6 hours in EXED 590 Internship in Special Education (course grade of C or higher), the capstone experience for the program, and must submit an acceptable Teacher Work Sample as the culminating performance assessment for the internship course and for the program.

Program Completion Requirements for the Advanced Concentrations of LBOC and LBLB are as follows:

Candidates must successfully complete TCHL 560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue.

Candidates must achieve a minimum 3.0 cumulative GPA overall and in program course work.

**CORE COURSES FOR INITIAL (LBNC) AND ADVANCED (LBOC AND LBLB) CERTIFICATION CONCENTRATIONS:**

Students in ALL Exceptional Education LBD concentrations are required to take the following courses:

- EXED 518 – Issues in Behavior Management (3 hours)
- EXED 530 – Advanced Assessment Techniques (3 hours)
- EXED 531 – Advanced Prescriptive Teaching (3 hours)
- EXED 532 – Families, Professionals, and Exceptionalities (3 hours)
- EXED 533 – Seminar: Curriculum in LBD (3 hours)
- EXED 630 – Special Education Law (3 hours)

Other specific courses related to each individual concentration are required in addition to these core
student will be required to complete a student teaching experience and will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD. Students must pass Praxis II before beginning the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

Specific Course Requirements – 18 Hours + 21 Hours of Core Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
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<td>Internship in Special Education</td>
<td>6</td>
</tr>
<tr>
<td>Advisor Approved Content Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Sub Total 18 hours
Total with Core Courses 39 hours

Learning and Behavior Disorders w/Other Certification, Concentration Code: LBOC

This concentration is for individuals who have prior teaching certification in any area other than Exceptional Education. This 30 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. This option is for those individuals who hold a valid teaching certificate or statement of eligibility for such certification in any area other than Exceptional Education LBD and wish to obtain LBD certification through their master’s degree coursework.

Specific Course Requirements – 9 hours + 21 Hours of Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXED 516</td>
<td>Exceptional Child:</td>
<td>3</td>
</tr>
<tr>
<td>EXED 533</td>
<td>Seminar: Curriculum for LBD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 590</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub Total 9 hours
Total program hours for LBOC: 39

courses for each concentration.

Total of core courses: 18 hours

Initial Certification Concentration (LBNC)

The MAE in LBD, Initial Certification or LBNC, is for individuals who are seeking initial certification in LBD and who may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This 39-hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas. This option is for those individuals with no prior teaching certification in any area and who may or may not be currently employed as a teacher of students with Learning and Behavior Disorders. If a student is currently employed or has verification of employment from a school district, the student is eligible for the Alternate Route to Certification. This includes eligibility for the Temporary Provisional Teaching Certificate (TP-TC). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete a student teaching experience and, upon completion of the program, will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD.

Students must pass Praxis II before beginning the student teaching experience and must complete the Kentucky Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

Specific Course Requirements – 18 hours of core courses + 21 hours of LBNC Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
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</tr>
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<td>EXED 590</td>
<td>Internship in Special Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Advisor Approved Content Elective 3 hours

Total program hours for LBNC: 39

Advanced Certification Concentrations (LBOC and LBLB):

These concentrations within the MAE Exceptional Education LBD program lead to advanced preparation for those holding initial certification in Exceptional Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who:
Learning and Behavior Disorders with LBD Certification, Concentration Code: LBLB

This concentration is for individuals who have prior teaching certification in Exceptional Education – LBD. This 30 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. **This option is for individuals who hold teaching certification in Exceptional Education, LBD.**

Specific Course Requirements – 9 hours +21 Hours

<table>
<thead>
<tr>
<th>Core Coursework</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EXED 533</td>
<td>Seminar: Curriculum for LBD</td>
<td>3 hours</td>
</tr>
<tr>
<td>EXED 599</td>
<td>Thesis</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

Sub Total

| 9 hours |

Total with Core Courses

| 30 hours |

OR

Specific Course Requirements – 9 hours +21 Hours

<table>
<thead>
<tr>
<th>Core Coursework</th>
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<th></th>
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<tbody>
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<tr>
<td>EXED 590</td>
<td>Internship in Special Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>EXED 534</td>
<td>Research in Exceptional Education</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

Sub Total

| 9 hours |

Total with Core Courses

| 30 hours |

Within the advanced preparation LBD concentrations, students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

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

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

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

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers.
**Admission Requirements to all LBD concentrations requires the following:**

- **LBOC** – Initial LBD certification for those with prior teacher certification in another area or a statement of eligibility for such; and
- **LBLB** – Advanced LBD certification for those with prior certification in LBD

Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Student areas of concentration will be based upon their current teaching certification or lack thereof. All courses in the program carry critical performance indicators (CPIs) which must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

For program and degree completion, a passing score on a comprehensive examination or action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a C.

Note: To be eligible to be recommended for teacher certification students must document that they have received a passing score on each required PRAXIS II examination. Students must pass all required PRAXIS II examinations before they may register for EXED 590.

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### Professional Education Component – 9-16 hours

**Courses in boldface are required.**

- **TCHL 500** – Foundations of Teacher Leadership (3 hours)
- **TCHL 530** – Curriculum Development (3 hours)
- **TCHL 540** – Classroom Instruction: Instructional Strategies (1 hour)
- **TCHL 544** – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
- **TCHL 548** – Classroom Instruction: Managing the Learning Environment (1 hour)
- **TCHL 550** – Student Assessment I: Fundamentals of Student Assessment (1 hour)
- **TCHL 554** – Student Assessment II: Standardized Testing (1 hour)
- **TCHL 558** – Student Assessment III: Classroom Tests and Instruments (2 hours)
- **TCHL 560** – Action Research Capstone for Teacher Leaders (3 hours)

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**Mid-Point Assessment Requirements:**

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical 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.

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**Specialization Component (LBOC/LBLB)—21 hours**

**Courses in boldface are required.**
Applicants must apply to and be accepted through WKU Graduate Studies according to current admission requirements. Once admitted through Graduate Studies, students must then meet the requirements for admission into the MAE programs in Exceptional Education and the College of Education and Behavioral Sciences.

Admission to all LBD concentrations requires the following:

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course work (undergraduate and graduate) and meet all other requirements for admission to teacher education; and
- Submit an admission portfolio with your application to Graduate Studies. Portfolio needs to include an application letter; a philosophy of education; two letters of reference from college/university faculty; and two letters of reference from school personnel.
- Exhibit acceptable teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.
- All admissions materials must be received by March 1 for admission to the summer terms or May 1 for admission to the fall term for priority consideration.

Students who do not meet the previously stated requirements may seek admission through the following process:

1. WKU graduates with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that

| EXED 518 – Issues in Behavior Management (3 hours) |
| EXED 530 – Advanced Assessment Techniques (3 hours) |
| EXED 531 – Advanced Prescriptive Teaching (3 hours) |
| EXED 532 – Families, Professionals, and Exceptionalities (3 hours) |
| EXED 533 – Seminar: Curriculum in LBD (3 hours) |
| EXED 630 – Special Education Law (3 hours) |
| EXED 590 – Internship in Exceptional Education (3 hours) |

*EXED 534 – Seminar: Research in Special Education (3 hours – optional course in addition to Specialization Component – See note below)

*Students may choose to take EXED 534 Seminar: Research in Special Education if approved by advisor and appropriate for future educational and career goals of the student.

**Total program hours for LBOC and LBLB concentrations: 30-37**

**Program Completion Requirements:**
Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.
detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

2. Graduates of accredited universities with an undergraduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

3. Students who are graduates of an accredited college or university with a master’s degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that discuss their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

Program Requirements:

The LBOC and LBLB concentrations comprise 21 hours of core courses, 3 hours of advanced Exceptional Education course work, and 6 hours of field work or action research course work, for a total of 30 credit hours.

Core Courses for LBOC; and LBLB Concentrations

LBOC:

This concentration is for individuals who have prior teaching certification in an area other than Exceptional
Education. This 30-hour program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. This concentration is for those individuals who hold a valid teaching certificate or statement of eligibility for such certification in an area other than Exceptional Education LBD and are seeking LBD certification through their master’s degree course work.

**Specific Course Requirements – 9 hours + 21 Hours Core course work**

**LBLB:**

This concentration is for individuals who have prior teaching certification in Exceptional Education – LBD. This 30-hour program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. This concentration is for individuals who hold teaching certification in Exceptional Education.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Seminar: Curriculum for LBD</td>
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<td>3</td>
</tr>
<tr>
<td>EXED 534</td>
<td>Research in Exceptional Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub Total: 9 hours

Total with Core Courses: 30 hours

4. **Rationale for the proposed program change:**
   - The program title is being changed because "Special Education" is a better-known term for the field than "Exceptional Education" and will better communicate the focus of the program.
   - At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
   - Advanced preparation Exceptional Education LBD students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.
   - Initial preparation (LBNC) students’ successful completion of a Capstone/Culminating Experience (i.e., the Teacher Work Sample) will provide evidence that they have the skills to utilize contextual information to plan and implement instruction using data-based instructional techniques for documentation of student learning. This will be a more meaningful and authentic culminating assessment for the program than the comprehensive exam as a Teacher Work Sample will require students to integrate all course work and apply what they have learned.
Admission requirements for students entering the advanced certification concentrations (i.e., LBOC and LBLB), are being modified to be consistent with the university’s other MAE programs leading to advanced certification. The intention is that students in all advanced certification MAE programs, regardless of specialization component, will be working together in authentic activities within their Teacher Leader courses and forming Professional Learning Communities. Having consistent admission criteria for all advanced certification students is intended to contribute to this atmosphere of collaboration.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

   School of Teacher Education: 04/22/2010
   CEBS Curriculum Committee 05/04/2010
   Professional Education Council 05/12/2010
   Graduate Council __9/9/10_______
   University Senate ___________________

Attachment: Program Inventory Form
College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise a Program
(Action Item)

Contact Person: Janet L. Applin, 745-6105, janet.applin@wku.edu

1. Identification of program:
   1.1 Current program reference number: #0425
   1.2 Current program title: MAE in Exceptional Education: Moderate and Severe Disabilities (MSD) (advanced certification)
   1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:
   • Program title revision: MAE Special Education, MSD
   • Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
   • Substitution of TCHL 560 Action Research Capstone for Teacher Leaders for the comprehensive exam as the culminating experience for the program.
   • Modify admission requirements for the Exceptional Education MAE Advanced Certification in Moderate and Severe Disabilities consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM DESCRIPTION</strong></td>
<td><strong>PROGRAM DESCRIPTION</strong></td>
</tr>
<tr>
<td>This program provides preparation for students who wish to pursue careers in a P-12 school setting as teachers serving students with Moderate and Severe Disabilities. The School of Teacher Education, through the Exceptional Education program area, offers three concentrations within the MAE in Exceptional Education, MSD program:</td>
<td>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Moderate and Severe Disabilities (MSD). Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</td>
</tr>
<tr>
<td>• MSDO – Moderate and Severe Disabilities for those holding certification in any area other than Exceptional Education;</td>
<td>This MAE program leads to advanced preparation for those holding initial certification in Exceptional Education MSD and may lead to certification in Moderate and Severe Disabilities (MSD) for those students who:</td>
</tr>
<tr>
<td>• MSDM – Moderate and Severe Disabilities for those holding previous certification in MSD; and</td>
<td>C. Hold certification in any area other than Exceptional Education; OR</td>
</tr>
<tr>
<td>• MSDL – Moderate and Severe Disabilities for those holding Exceptional Education LBD certification.</td>
<td>D. Hold Exceptional Education Learning and Behavior Disorders (LBD) and/or Moderate and Severe Disabilities (MSD) certification.</td>
</tr>
<tr>
<td>Within each concentration, the student is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance</td>
<td>Within the MAE program in Exceptional Education, MSD, students are expected to become competent in</td>
</tr>
</tbody>
</table>
indicators (CPIs) which must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a comprehensive examination or action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C."

Note: To be eligible for a recommendation for teacher certification, students must document that they have received a passing scores on each required PRAXIS II examination. Students must pass all required PRAXIS II examinations before they may register for EXED 590.

Applicants must apply to and be accepted through the WKU Graduate Studies according to current admission requirements. Once admitted to Graduate Studies, students must then meet the requirements for admission into the MAE programs in Exceptional Education and the College of Education and Behavioral Sciences.

Admission Requirements to all MSD concentrations requires the following:

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher; Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- Possess a current, valid teaching certificate (a copy of which must be submitted with the application),
- Submit an admission portfolio with your application to Graduate Studies. Portfolio needs to include an application letter; a philosophy of education; two letters of reference from college/university faculty; and two letters of reference from school personnel.
- Exhibit acceptable teacher disposition theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course’s CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

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

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

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

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

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

During the first course in the program, TCHL 500 – Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.
behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

- All admissions materials must be received by March 1 for admission to the summer terms or May 1 for admission to the fall term for priority consideration.

Students who do not meet the previously stated requirements may seek admission through the following process:

1. Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

2. Students who are graduates of an accredited college or university and have an undergraduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

3. Students who are graduates from an accredited college or university with a MA and have a graduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

Admission Requirements: *(Criteria vary, depending on the student’s undergraduate institution and GPA):*

4. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

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

6. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

*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.

**Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized
dispositions to teach.

All three Moderate and Severe concentrations – MSDO, MSDM, and MSDL - comprise 15 hours of core coursework and 18 hours of course work specific to their concentration for a total of 30 credit hours.

Students have the option of adding the Autism Spectrum Disorders Certificate to any MSD concentration and may include 4 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are EXED 610; EXED 612; EXED 615; EXED 618; and EXED EXED 530 – Advanced Assessment Techniques (3 hours)

**Core Courses for MSDO, MSDM, and MSDL Concentrations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods OR</td>
<td></td>
</tr>
<tr>
<td>EXED 534</td>
<td>Research in Exceptional Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 519</td>
<td>Classroom Behavior OR</td>
<td></td>
</tr>
<tr>
<td>EXED 518</td>
<td>Issues in Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EXED 535</td>
<td>Curriculum for MSD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 419G</td>
<td>Assistive Technology/Classroom OR</td>
<td></td>
</tr>
<tr>
<td>EXED 619</td>
<td>Assistive Technology for ASD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 610</td>
<td>Introduction to ASD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 630</td>
<td>Special Education Law and Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total of Core Courses</td>
<td>18</td>
</tr>
</tbody>
</table>

**Moderate and Severe Disabilities, Initial Certification**

**Concentration Code: MSDO**

This concentration is for those individuals who have prior teaching certification in any area except Exceptional Education. This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities.

**Programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.**

**Professional Education Component—9-16 hours**

Courses in boldface are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership (3 hours)</td>
<td></td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development (3 hours)</td>
<td></td>
</tr>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 544</td>
<td>Classroom Instruction: Equitable School and Community Partnerships (1 hour)</td>
<td></td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment (1 hour)</td>
<td></td>
</tr>
<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment (1 hour)</td>
<td></td>
</tr>
<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing (1 hour)</td>
<td></td>
</tr>
<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments (2 hours)</td>
<td></td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders (3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

**Mid-Point Assessment Requirements:**

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

**Specialization Component—21-24 hours**

Moderate and Severe Disabilities Advanced Preparation

**Required Courses:**

Courses in boldface are required.

*Students who have not had an introductory Exceptional Education course such as EXED 330 or EXED 516, or the equivalent from another institution, must take EXED 516 as part of their program. This will add an additional 3 credit hours to the total hours.*
prescriptive teaching, transitional services programming, and research in Exceptional Education. This concentration is for those individuals who hold teaching certification in any area other than Exceptional Education.

**Specific Course Requirements – 15**

**Moderate and Severe Disabilities w/ previous MSD Certification**
Concentration Code: MSDM
This concentration is for those individuals who hold prior certification or a Statement of Eligibility for certification in Exceptional Education, Moderate and Severe Disabilities (MSD). This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities, prescriptive teaching, and research in Exceptional Education. This concentration is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, MSD.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXED 532</td>
<td>Families, Professionals, and Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EXED 530</td>
<td>Advanced Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EXED 517</td>
<td>Transition Services and Programming</td>
<td>3</td>
</tr>
<tr>
<td>EXED 590</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 12 hours

Total with Core Courses: 30 hours

**EXED 516 – Exceptional Child: Perspectives & Issues (3 hours)*

**EXED 535 – Curriculum for MSD (3 hours)**
OR
**EXED 615 – Instructional Strategies and Design in ASD (3 hours)**

**EXED 630 – Special Education Law (3 hours)**

**EXED 518 – Issues in Behavior Management (3 hours)**
OR
**EXED 618 – Social Skills Instruction and Behavioral Programming in ASD (3 hours)**

**EXED 532 – Families, Professionals, and Exceptionalities (3 hours)**
OR
**EXED 612 – Collaboration for ASD (3 hours)**

**EXED 530 – Advanced Assessment Techniques (3 hours)**

**EXED 590 – Internship in Exceptional Education (3 hours)**

**EXED 419 G – Assistive Technology (3 hours)**
OR
**EXED 619 – Assistive Technology for ASD (3 hours)**

Total – 21 hours of Advanced Preparation MSD Courses

* Students have the option of adding the Autism Spectrum Disorders Certificate to the MAE program in Exceptional Education: Moderate and Severe Disabilities and may include 4 of the 5 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are:

**EXED 610 – Characteristics of ASD (3 hours)**
**EXED 612 – Collaboration for Individuals with ASD (3 hours)**
**EXED 615 – Instructional Strategies and Design in ASD (3 hours)**
**EXED 618 – Social Skills Instruction and Behavioral Programming in ASD (3 hours)**
Specific Course Requirements – 15 hours + 15 hours of core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXED 615</td>
<td>Instr. Strategies and Design for ASD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 618</td>
<td>Social Sk. and Beh. Programming for ASD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 590</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EXED 534</td>
<td>Research in Exceptional Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 12 hours

Total with Core Courses: 30 hours

Moderate and Severe Disabilities w/previous LBD Certification with Focus on Autism
Concentration Code: MSDL

This concentration is for those individuals who hold prior certification or a Statement of Eligibility for certification in Exceptional Education, Learning and Behavior Disorders. This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities, prescriptive teaching, transitional services, programming, and research in Exceptional Education. This option is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, LBD.

Specific Course Requirements – 18 hours + 15 hours of core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXED 517</td>
<td>Transition Services and Programming</td>
<td>3</td>
</tr>
<tr>
<td>EXED 532</td>
<td>Families, Professionals, Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EXED 534</td>
<td>Seminar: Research in Excep. Child Educ.</td>
<td>3</td>
</tr>
<tr>
<td>EXED 615</td>
<td>Instructional Strategies and Design for ASD</td>
<td>3</td>
</tr>
<tr>
<td>EXED 618</td>
<td>Social Skills and Beh. Programming for ASD</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 15 hours

Total with Core Courses: 33 hours

Note: Students who choose to complete the Autism Certificate Program will add 3 hours to the program, making the total program hours 33-40 hours.

Program Completion Requirements:
Students must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue.

EXED 619 – Assistive Technology and Communication for ASD (3 hours)

Total Program Hours: 30 – 37 hours
1. **Rationale for the proposed program change:**
   - The program title is being changed because “Special Education” is a better-known term for the field than "Exceptional Education" and will better communicate the focus of the program.
   - At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
   - MAE Exceptional Education: MSD students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.
   - Admission requirements for students entering the MAE program in Exceptional Education: MSD are being modified to be consistent with the university’s other MAE programs leading to advanced certification. The intention is that students in all advanced certification MAE programs, regardless of specialization component, will be working together in authentic activities within their Teacher Leader courses and forming Professional Learning Communities. Having consistent admission criteria for all advanced certification students is intended to contribute to this atmosphere of collaboration.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

   - School of Teacher Education: 04/22/2010
   - CEBS Curriculum Committee: 05/04/2010
   - Professional Education Council: 05/12/2010
   - Graduate Council: 9/9/10
   - University Senate:

**Attachment:** Program Inventory Form
College of Education and Behavioral Sciences
Proposal to Revise A Program
(Action Item)

Contact Person: Retta Poe, retta.poe@wku.edu, 5-4662

1. Identification of program:
   1.1 Current program reference number: (various). The proposed policy revision will apply to all graduate non-degree certification-only programs.
   1.2 Current program title: (various). The proposed policy revision will apply to all graduate non-degree certification-only programs.
   1.3 Credit hours: varies by program

2. Identification of the proposed program change:
   • Clarifies the residency requirement for all non-degree certification-only programs. Endorsement programs will now require that, as with Planned Fifth-Year/Rank II and Planned 6th Year/Rank I programs, at least half the minimum hours be taken in residence at WKU.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current policy</th>
<th>Proposed policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Graduate Catalog, p. 24): General Guidelines for Planned Fifth-Year/Rank II programs include: “At least 18 of the required hours must be completed at Western Kentucky University.”</td>
<td>In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are “B” or higher and other transfer regulations are met.</td>
</tr>
<tr>
<td>(Graduate Catalog, pp 24-25): General Guidelines for Planned Sixth-Year/Rank I programs include: “At least 15 of the required hours must be completed at Western Kentucky University. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are ‘B’ or higher and other transfer regulations are met.”</td>
<td>This requirement applies to all Planned Fifth-Year/Rank II programs, all Planned Sixth-Year Rank I programs, and all endorsement/certification-only programs.</td>
</tr>
</tbody>
</table>

No residency requirement policy exists for endorsement programs.

4. Rationale for the proposed program change: The proposed policy statement is intended to provide clarity regarding residency requirements for students in non-degree certification-only programs. As students have become more mobile, taking course work from multiple institutions, it has become apparent that a clear statement of policy is needed to ensure that those whom WKU recommends to the Education Professional Standards Board for rank changes and for various endorsements and certifications have taken at least a minimum number of hours in residence. State regulations require that half of the program hours in Planned Fifth-Year/Planned Sixth Year programs be taken in residence at the institution that recommends the rank change; the proposed policy will extend this requirement to endorsement/certification-only programs.
5. **Proposed term for implementation:** The proposed policy will be effective upon approval by the Professional Education Council.

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

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Teacher Education</td>
<td>05/12/10</td>
</tr>
<tr>
<td>Department of Counseling and Student Affairs</td>
<td>05/12/10</td>
</tr>
<tr>
<td>Department of Educational Administration, Leadership, and Research</td>
<td>05/11/10</td>
</tr>
<tr>
<td>CEBS Curriculum Committee</td>
<td>07/06/10</td>
</tr>
<tr>
<td>Professional Education Council</td>
<td>07/14/10</td>
</tr>
<tr>
<td>Graduate Council (for information)</td>
<td>(9/9/10)</td>
</tr>
<tr>
<td>University Senate (for information)</td>
<td></td>
</tr>
</tbody>
</table>