

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: September 2015

FROM: Kurt Neelly, Graduate Council Chair

The Graduate Council submits the following items from the **September 10, 2015** meeting for consideration.

Information Items:

- I. Temporary Course NA

Consent Items: (no significant implications beyond college):

- I. Revise/Suspend/Delete Course or Program NA

Action Items: (significant implications for departments in other colleges):

- I. Revise a Course NA
- II. Create a New Course NA
- III. Revise a Program
Endorsement: Director of Special Education (Ref #132)
- IV. Create a New Program (New Endorsement/Certification Program)
New Endorsement Program: Teacher Leader Endorsement
New Certification Only Program: LBD Certification
New Certification Only Program: MSD Certification

Proposal Date: May 7, 2014

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

Contact Person: Gail Kirby, gail.kirby@wku.edu, 5-3746

1. Identification of program:

- 1.1 Current program reference number: #132
- 1.2 Current program title: Endorsement: Director of Special Education
- 1.3 Credit hours: 15-21

2. Identification of the proposed program changes:

- Addition to Admission Requirements: Letter of Application and current resume/vita with goals and verification of 3 years' experience in a certified position as either a special education teacher or a school psychologist with exceptional children to admission requirements.
- Deleted admission requirement #3.
- Reorganization of program prerequisites to allow more flexibility to accommodate the diverse backgrounds of applicants of this program.
- Reduction of total hours required to be recommended for the endorsement only.

3. Detailed program description:

CURRENT PROGRAM Endorsement: Director of Special Education Ref.# 132 (Certification Only)	PROPOSED PROGRAM Endorsement: Director of Special Education Ref.# 132 (Certification Only)
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/stc	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/stc
ADMISSION REQUIREMENTS: 1. Has submitted an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist. 2. Has a master's degree from an accredited institution. 3. Has been recommended for admission by the Special Education Graduate Admission Committee.	ADMISSION REQUIREMENTS: 1. Submit an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist. 2. Submit documentation of earned master's degree from an accredited institution. 3. Submit a current vita/resume and letter of application indicating goals, and a statement verifying that he/she has

4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school-psychologist. 5. Has a 3.2 GPA or above on all graduate work.	completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist. 4. Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school-psychologist. 5. Submit documentation of a 3.2 GPA or above on all graduate course work.
PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> EDFN 500 Research Methods Three Hours from the following: SPED 330 Introduction to Exceptional Education SPED 516 The Exceptional Child Three Hours from the following: SPED 518 Seminar: Contemporary Issues in Special Education SPED 510 Seminar: Speech Pathology CNS 663: Counseling the Exceptional Child and Parent Three Hours from the following: ELED 503 Organization of the Elementary School Curriculum SEC 580 The Curriculum MGE 571 Middle School Curriculum EDAD 683 Seminar in Curriculum Development Three Hours from the following: SPED 533 Seminar: Curriculum for Learning and Behavior Disorders SPED 535 Seminar: Curriculum for Moderate and Severe Disabilities OR an advisor-selected substitute <u>Required Courses:</u> EDAD 585 Fundamentals of School Administration EDAD 677 School Law	PROGRAM REQUIREMENTS LEVEL I Director of Special Education Endorsement <u>Prerequisite Courses</u> Graduate-level Research Methods course completed within the past 10 years. Introductory Special Education Course completed within the past ten years Completion of 6 hours of Graduate-Level Curriculum Course from the following: SEC 580 Curriculum (3 hrs.) ELED 503 Organization of the Elementary School Curriculum (3 hrs.) MGE 571 Middle Grades Curriculum (3hrs.) EDAD 683 Leading Teaching and Learning (3 hrs.) OR Advisor-approved Curriculum Course (3 hrs.) <u>Required Courses: 15 hours</u> EDAD 585 Fundamentals of School Administration (3 hrs.) EDAD 677 School Law (3 hrs.)

- Current admission requirements do not require students to document years of experience, which is required by the KY EPSB as a prerequisite to entering the Director of Special Education program. Advisors currently must contact student to verify their years of experience and this slows down the admission process.
- The addition of the letter of application and current resume/vita will replace the admission requirement to be recommended by a committee, therefore streamlining the admission process.
- The program descriptions and requirements in the approved EPSB folio, the catalog, and the website are not consistent. Revising the program will clarify for students, faculty advisors, the office of teacher certification, and the graduate school all requirements and

make published descriptions and approved descriptions consistent. Rather than listing specific courses required for the prerequisites, the proposed changes describe the type of course needed so students from various backgrounds will be able to choose courses that fit in to broad categories as opposed to specific courses. In the current program, some courses are listed as being a pre-requisite *and* as a core requirement. Rearranging the requirements allows for more clarity and flexibility for prospective students.

- The current Endorsement for Director of Special Education program requires too many hours compared to comparable programs across the state and students who already hold a Rank I want only the endorsement and not a rank change. There is also a Rank I program for Director of Special Education, which requires 30 unduplicated hours of course work.

5. Proposed term for implementation and special provisions (if applicable): Fall 2015

6. Dates of prior committee approvals:

School of Teacher Education	<u>May 14, 2014</u>
CEBS College Curriculum Committee	<u>August 5, 2014</u>
Professional Education Council (if applicable)	<u>October 8, 2014</u>
Graduate Council	<u>September 10, 2015</u>
University Senate	<u></u>

Proposal Date: 12-4-2014

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 745-8822

1. Identification of program:

- 1.1 Program title: Teacher Leader Endorsement
- 1.2 Required hours in program: 10-16 hours
- 1.3 Special information: The proposed Teacher Leader Endorsement can be part of a Master's program, a Rank II, or a Rank I certification as well as a separate endorsement. The admission requirements will include admission to the WKU Graduate School and if counting the endorsement hours toward a master's degree or other graduate program, the applicant must meet the eligibility requirements of that program.
- 1.4 Catalog description: The Teacher Leader Endorsement is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. This endorsement is comprised of 16 hours of coursework that can count toward a master's degree, Rank II or Rank I certification, or other graduate program.
- 1.5 Classification of Instructional Program Code (CIP): 13.03 Curriculum and Instruction

2. Learning outcomes of the proposed endorsement program:

The Teacher Leader Endorsement learning outcomes are based on the Advanced Kentucky Teacher Standards and the Framework for Teaching Domains. The student will demonstrate proficiency in content knowledge, designing and planning instruction, assessing and reflecting upon learning results, technology, collaboration, leadership, and professional development as outlined by the Teacher Leader Endorsement required course critical performances. The student will demonstrate the accomplished level in planning and preparation, classroom environment, instruction, professional responsibilities, and student growth as outlined by the Teacher Leader Endorsement required course critical performances.

3. Rationale:

- 3.1 Reason for developing the proposed endorsement program:
This proposed endorsement program will complement the approved Teacher Leader programs as well as offer a separate endorsement for students who wish to add the Teacher Leader Endorsement to their credentials.
- 3.2 Relationship of the proposed endorsement program to other programs now offered by the department:
There are five endorsements currently offered in the School of Teacher Education: English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology, and Elementary Math Specialist. However, none of these endorsements include the Teacher

Leader courses that will be required in the proposed Teacher Leader Endorsement and none include a curricular focus on teacher leadership.

- 3.3 Relationship of the proposed endorsement program to endorsement programs offered in other departments:
There are several endorsements offered in other departments in the College of Education and Behavioral Sciences, however, none include the Teacher Leader courses that will be required in the proposed Teacher Leader Endorsement and none include a curricular focus on teacher leadership. Other endorsements offered in the College of Education and Behavioral Sciences are:
- The Counseling Department offers the Individual Intellectual Assessment (IIA) Endorsement, which is an endorsement built upon the student's basic certification as a School Counselor. The purpose of this endorsement is to allow counselors to do individual intelligence testing.
 - The Educational, Administration, Leadership, and Research Department offers three endorsements which include the Supervisor of Instruction Endorsement, Director of Pupil Personnel Services Endorsement, and the Superintendent Endorsement. These endorsements are designed to meet professional certification standards in school administration.
- 3.4 Projected enrollment in the proposed endorsement program:
Based upon enrollment in existing School of Teacher Education endorsement programs, the projected enrollment for the proposed Teacher Leader Endorsement is five to seven students per academic year.
- 3.5 Similar endorsement programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
Two universities in Kentucky offering a Teacher Leader Endorsement are:
- Eastern Kentucky University offers a separate Teacher Leader Endorsement which is designed to prepare teachers to be essential contributors to the shared leadership in the school. The 15 hour program includes the Teacher Leader Core courses.
 - The University of Kentucky offers a 15 hour Teacher Leadership Endorsement designed to provide practicing teachers with specialized leadership development they can use in their classrooms and as leaders in schools, districts, and the wider context of education.
- Two WKU benchmark universities offering a Teacher Leader Endorsement are:
- Ball State University offers a five-course certificate, the Elementary Math Teacher Leader Certificate that provides an additional depth of mathematics content and pedagogical knowledge intended for the elementary math teacher leader.
 - Ohio University College of Education Teacher Leader Endorsement is a 10 hour program designed to meet the needs of teachers who aspire to leadership roles in their schools and districts.
- Although several universities in the state and region offer a teacher leader endorsement, not all do. A Teacher Leader Endorsement at WKU will broaden the curricular offerings for future students.
- 3.6 Relationship of the proposed endorsement program to the university mission and objectives:
The proposed endorsement program supports the university mission by including course content focused on research designed to solve a problem of practice. This

will prepare students to be engaged, productive, service-oriented, and responsible members of society.

4. Curriculum:

The proposed Teacher Leader Endorsement will be a 16 hour program that includes the following courses:

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 545 Classroom Instructional Strategies (3 hours)

TCHL 555 School and Classroom Assessment (3 hours)

TCHL 559 Action Research Design (1 hour)

TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.

TCHL 500, 530, 559 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. While enrolled in TCHL 500, students will use several documents, including KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with endorsement advisors an individualized program of study related to Kentucky Teacher Standards, Framework for Teaching Components, and professional goals. Students are expected to enroll in TCHL 500 at the beginning of the endorsement and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. 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. Students must achieve a minimum 3.0 GPA overall and in endorsement course work.

5. **Budget implications:** Current staffing is adequate for the implementation of the proposed endorsement.

6. **Proposed term for implementation:** Spring 2016

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

School of Teacher Education 12-10-14

College Curriculum
Committee 02-03-15

Professional Education
Council 02-11-15

Graduate Council 09-10-15

University Senate _____

**College of Education and Behavioral Sciences
Department of Special Education
Proposal to Create a New Certification Only Program
(Action Item)**

Contact Person: Dr. Gail Kirby, gail.kirby@wku.edu , 270-745-3746

1. Identification of certificate program:

- 1.1 Program title: LBD Certification
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: A persistent area of need in Kentucky P-12 is the preparation of teachers with Exceptional Education: Learning and Behavior Disorders (LBD) certification. Currently, the special education program in the School of Teacher Education does not offer a certification-only program for experienced special education teachers who wish to acquire LBD certification outside of a full master's program. As a result, possible candidates must go to other institutions of higher education in order to earn this certification.
- 1.4 Catalog description:
A certification program designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Learning and Behavior Disorders (LBD) in P-12 settings. Within the LBD certification program in Special Education, candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Mild to Moderate Disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This certification program requires 15 hours. All courses in the certification carry critical performance indicators (CPIs) that must be successfully 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 practicum with LBD population in a public school 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 the required Praxis II LBD examination for Kentucky. Students must pass all required Praxis II examinations before they may enroll in the capstone course, SPED 595: Advanced Preparation Capstone SPED.

Admission Requirements:

Applicants for the LBD Certification Program must hold a current Exceptional Education: Moderate and Severe Disabilities (MSD) teaching certificate with three years teaching in the field OR a master's in MSD or related field and a

current teaching certificate. Applicants who wish to count the certification hours toward a master's degree or other graduate program must meet the eligibility requirements of that program. Note that students who do not meet the prerequisites of the core required courses will be required to complete the prerequisites of the core required courses as deficiencies.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the Education Professional Standards Board (EPSB) for reissue of a Kentucky certificate. After the 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 a current certificate.

2. Objectives of the proposed certificate program:

This certification program is designed for post-baccalaureate Special Educators who desire to obtain additional certification in Exceptional Education: Learning and Behavior Disorders. The Council for Exceptional Children (CEC) has developed seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition. Upon completion of this certification, students can assure the public that as a practicing professional, they have mastered the specialized skills for safe and effective practices.

The standards of the Learned Society Standards: CEC can be found here (See Appendix): <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf>

3. Rationale:

3.1 Reason for developing the proposed certificate program:

Currently, the Special Education program in the WKU School of Teacher Education offers this certification through the Master of Arts in Education (MAE) Special Education: Learning and Behavior Disorders (LBD) program (#0457), The Master of Arts in Teaching (MAT) Learning and Behavior Disorders (LBD) Initial Certification program #0456, and in the undergraduate major in Exceptional Education Learning and Behavior Disorders and Moderate and Severe Disabilities. However, if a candidate has completed the MAE Special Education: Moderate to Severe Disabilities (MSD) program (#0438), and desires to also acquire certification in LBD, the only program available is the MAE Special Education: Learning and Behavior Disorders program, with a redundancy of TCHL courses. There is no provision for LBD certification

outside of the full MAE-LBD program. The Special Education program receives requests and inquiries requesting a certification only option for LBD from practicing special education teachers each semester. Special education teachers remain on the national and state shortage lists consistently (U. S. Department of Education, Office of Postsecondary Education, 2013). The U.S. Department of Labor, Occupational Outlook Handbook (2013) expects the need for special education teachers to grow by 17 percent from 2010 to 2020 or faster than the average for all occupations.

3.2 Relationship of the proposed certification program to other programs now offered by the department:

Graduates from the MAE Special Education: MSD program are the most likely students to enroll in this certification program. Others would include professionals in the field who hold a current MSD certification and now desire to add the LBD certification without need of full master program.

The College of Education and Behavioral Sciences offers teacher certification graduate program endorsements in Environmental Education, Gifted and Talented Education, and Instructional Computer Technology. In addition, the following are offered but do not provide eligibility for endorsements to teaching certificates: Autism Spectrum Disorders, Educational Technology, and Instructional Design. As with each of the other endorsements and certifications noted above, the proposed LBD certification has its unique characteristics and goals.

3.3 Relationship of the proposed certification program to certification programs offered in other departments:

Other CEBS certification programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certification will not have any course work that overlaps with the other certifications.

3.4 Projected enrollment in the proposed certification program:

Based on inquiries and the number of students enrolled in the MAE Special Education: MSD program, we predict 10-15 per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

3.5 Similar certification programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, only ECU and KSU offer a similar certification only program. KSU, MSU, U of L, UK, and NKU do not offer a similar certification only program.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-certification based endorsement.

3.6 Relationship of the proposed certification program to the university mission and objectives:

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained teachers for the most needy students is a socially responsive service to our state as well as the students. Our MSD certification candidates are already certified teachers desiring to expand their skills into the LBD area so that they may be more productive citizens in their teaching responsibilities.

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of special education and the qualities that teachers with the LBD certification demonstrate. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

4. Curriculum:

Fifteen hours will be required as follows:

Required Core Courses (12 hours)

SPED 533: Curriculum for Learning and Behavior Disorders (3 hours)

SPED 517: Transition, Services, and Programming (3 hours)

SPED 595: Advanced Preparation Capstone SPED (3 hours)

EDU 522: Fundamentals of Differentiated Instruction (3)

Additional 3 hours as approved by advisor from the following:

SPED 532: Families, Professionals, and Exceptionalities (3 hours)

LTCY 523: Diagnostic Reading Procedures (3)

ID 560: Instructional Design Foundations (3)

LME 535: Survey of Educational Technology Practices (3)

5. Budget implications:

The department already has, and presents, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certification should only enhance class enrollment without creating a staffing issue.

6. Proposed term for implementation:

Winter, 2016

7. Dates of prior committee approvals:

School of Teacher Education 5/14/2014

CEBS Curriculum Committee 8/5/2014

Professional Education Council

8/11/14

Graduate Council

09-10-15

University Senate

**College of Education and Behavioral Sciences
Department of Special Education
Proposal to Create a New Certification Only Program
(Action Item)**

Contact Person: Dr. Gail Kirby, gail.kirby@wku.edu , 270-745-3746

1. Identification of certificate program:

- 1.1 Program title: MSD Certification
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: A persistent area of need in Kentucky P-12 is the preparation of teachers with Exceptional Education: Moderate to Severe Disabilities certification. Currently, the special education program in the School of Teacher Education does not offer a certification only program for experienced special education teachers who wish to acquire MSD certification outside of a full master's program. As a result, possible candidates must go to other institutions of higher education in order to earn this certification.
- 1.4 Catalog description:
A certification program designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Moderate and Severe Disabilities (MSD) in P-12 settings. Within the MSD certification program in Special Education, candidates are 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 dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This certification program requires 15 hours. All courses in the certification carry critical performance indicators (CPIs) that must be successfully 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 practicum with MSD population in a public school 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 the required Praxis II MSD examination for Kentucky. Students must pass all required Praxis II examinations before they may enroll in the capstone course, SPED 595: Advanced Preparation Capstone SPED.

Admission Requirements:

Applicants for the MSD Certification Program must hold a current Exceptional Education: Learning and Behavior Disabilities (LBD) teaching certificate with three years teaching in the field OR a master's in LBD or related field and a

current teaching certificate. Applicants who wish to count the certification hours toward a master's degree or other graduate program must meet the eligibility requirements of that program. Note that students who do not meet the prerequisites of the core required courses will be required to complete the prerequisites of the core required courses as deficiencies.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the EPSB for reissue of a Kentucky certificate. After the 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 a current certificate.

2. Objectives of the proposed certificate program:

This certification program is designed for post-baccalaureate Special Educators who desire to obtain additional certification in Exceptional Education: Moderate to Severe Disabilities. The Council for Exceptional Children has developed seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition. Upon completion of this certification, students can assure the public that as a practicing professional, they have mastered the specialized skills for safe and effective practices.

The standards of the Learned Society Standards: CEC can be found here:

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

3. Rationale:

3.1 Reason for developing the proposed certificate program:

Currently, the Special Education program in the WKU School of Teacher Education offers this certification only through the Master of Arts in Education (MAE) Special Education: Moderate to Severe Disabilities (MSD) program (#0438). However, if a candidate has completed the MAE Special Education: Learning and Behavior Disorders (LBD) program (#0457), and desires to also acquire certification in MSD, the only program available is the MAE Special Education: Moderate and Severe Disabilities program, with a redundancy of TCHL courses. There is no provision for MSD certification outside of the full MAE-MSD program. The Special Education program has more requests and inquiries requesting a certification only option for MSD from practicing special education teachers than any other certification area. School districts in our region and across the state consistently contact the university seeking new graduates to fill MSD

positions as it remains a high need area of certification. Special education teachers remain on the national and state shortage lists consistently (U. S. Department of Education, Office of Postsecondary Education, 2013). The U.S. Department of Labor, Occupational Outlook Handbook (2013) expects the need for special education teachers to grow by 17 percent from 2010 to 2020 or faster than the average for all occupations.

3.2 Relationship of the proposed certification program to other programs now offered by the department:

Graduates from the MAE Special Education: LBD program are the most likely students to enroll in this certification program. Others would include professionals in the field who hold a current LBD certification and now desire to add the MSD certification without need of full master program.

The College of Education and Behavioral Sciences offers teacher certification graduate program endorsements in Environmental Education, Gifted and Talented Education, and Instructional Computer Technology. In addition, the following are offered but do not provide eligibility for endorsements to teaching certificates: Autism Spectrum Disorders, Educational Technology, and Instructional Design. As with each of the other endorsements and certifications noted above, the proposed MSD certification has its unique characteristics and goals.

3.3 Relationship of the proposed certification program to certification programs offered in other departments:

Other CEBS certification programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certification will not have any course work that overlaps with the other certifications.

3.4 Projected enrollment in the proposed certification program:

Based on inquiries and the number of students enrolled in the MAE Special Education: MSD program, we predict 25-30 per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

3.5 Similar certification programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKU, KSU, MSU, Murray State, U of L, and NKU do not offer a similar certification. UK offers a non-degree alternative certification in MSD.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-certification based endorsement.

3.6 Relationship of the proposed certification program to the university mission and objectives:

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained teachers for the most needy students is a socially responsive service to our state as well as the students. Our MSD certification candidates are already certified teachers desiring to expand their skills into the MSD area so that they may be more productive citizens in their teaching responsibilities.

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of special education and the qualities that teachers with the MSD certification demonstrate. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

4. Curriculum:

Fifteen hours will be required as follows:

Required Core Courses (9 hours)

SPED 535: Curriculum for Individuals with MSD (3 hours)

SPED 517: Transition, Services, and Programming (3 hours)

SPED 595: Advanced Preparation Capstone SPED (3 hours)

Additional 6 hours as approved by advisor from the following:

SPED 534: Research in EXED (3 hours)

SPED 618: Social Skills Instruction and Behavioral Programming in ASD (3 hours)

SPED 619: Assistive Technology in ASD (3 hours)

EDU 522: Fundamentals of Differentiated Instruction (3)

LTCY 523: Diagnostic Reading Procedures (3)

ID 560: Instructional Design Foundations (3)

LME 535: Survey of Educational Technology Practices (3)

5. Budget implications:

The department already has, and presents, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certification should only enhance class enrollment without creating a staffing issue.

6. Proposed term for implementation:

Fall 2015

7. Dates of prior committee approvals:

School of Teacher Education

October 25, 2013

CEBS Curriculum Committee

December 3, 2013

Professional Education Council

December 11, 2013

Graduate Council

September 10, 2015

University Senate
