

CEBS CURRICULUM COMMITTEE

3:00 pm – February 3, 2009

Dean's Conference Room

- I. Approval of Minutes of the December 2, 2008 CEBS Curriculum Committee
(Found on the CEBS Home Page-click on faculty and staff then meeting minutes and agendas.)

II. New Business

From the Department of Special Instructional Programs

- A. Proposal to Revise a Program- 047 – Adult Education
- B. Information-Create a Temporary Course-LTCY 190, Learning to Learn
- C. Information-Create a Temporary Course-LTCY 199, Reading Power
- D. Proposal to Revise a Program -107 – Master of Arts in Education Exceptional Education-Learning and Behavior Disorders (LBD) and Moderate Severe Disorders (MSD)

From the Department of Military Science

- A. Proposal to Create a New Major Program – Military Leadership

From the Department of Curriculum and Instruction

- A. Proposal to Revise a Program-BS in Elementary Education (527)
- B. Proposal to Revise a Program-Masters of Arts in Elementary Education (065)
- C. Proposal to Revise a Program-Master of Arts in Middle Grades Education (139)
- D. Proposal to Revise a Program-Master of Arts in Second Education (103)

III. Other Business

Proposal Date: October 28, 2008

**College of Education and Behavior Sciences
Department of Special Instructional Programs
Proposal to Revise A Program
(Action Item)**

Contact Person: Jim Berger, jim.berger@wku.edu, 5-3892

1. Identification of program:

- 1.1 Current program reference number: 047
- 1.2 Current program title: Adult Education
- 1.3 Credit hours: 30 to 39 hours

2. Identification of the proposed program changes:

- **Reduce GAP Score to 2200 for GRE taken after October 1, 2002**

3. Detailed program description:

- Currently, page 76 of the WKU Graduate Catalog reads as follows:
 - Admission to the Master of Arts in Education in Adult Education program requires a GAP score (undergraduate GPA X GRE score (V+Q)) of 2500 and a minimum GRE analytical writing score of 3.5
- The proposed change for program admission is as follows:
 - Admission to the Master of Arts in Education in Adult Education program requires a GAP score (undergraduate GPA X GRE score (V+Q)) of **2200** and a minimum GRE analytical writing score of 3.5

4. Rationale for the proposed program change: In the development of the program, evidence suggested that the caliber of students who would be able to succeed would need a GAP score of 2500. Data collected verified that assumption but as more students have made it into the program, further evidence suggests that students earning a GAP score of 2200 would be just as successful. This would allow more students into the program and increase the viability of the program.

5. Proposed term for implementation: Fall, 2009

6. Dates of prior committee approvals:

Special Instructional Programs Department: December 10, 2008

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: January 14, 2009

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Pam Petty, pamela.petty@wku.edu, 5-2922

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: LTCY 190
- 1.2 Course title: Learning to Learn
- 1.3 Abbreviated course title: Learn to Learn
- 1.4 Credit hours: 3
- 1.5 Schedule type: lecture
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Evaluates and strengthens general comprehension and vocabulary skills. Students practice identifying main ideas and theses, distinguishing between primary and secondary supporting details, and recognizing a variety of organizational patterns. Further, students learn to determine the meaning of unfamiliar words through both structural analysis and context through group activities. Course and course activities tied to current content courses in which students are enrolled. Course targets students who score 17 or below on the reading portion of the ACT or those who scored 18-20 and have not taken LTCY 199.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course is needed to meet CPE requirements for offering reading support to incoming freshmen who score between 17 and below on the reading portion of the ACT. To meet spring ATP deadlines this course needs to be made available quickly. This is a pilot offering of this course on the main campus.
- 2.2 Relationship of the proposed course to courses offered in other academic units: Currently students falling within this ACT (reading portion) range are served at the Bowling Green Community College. This is a pilot to investigate student benefits of being served on the main campus.

3. Description of proposed course

3.1 Course Content Outline:

- Introduction of how to learn new vocabulary words and incorporate them into oral and written communication.
 - Introduction of strategies for deep comprehension of complex text.
 - Introduction of techniques for reading fluency.
 - Introduction of strategies for reading critically and from a global and intercultural perspective.
 - Introduction of brain research related to learning, memory, and cognition.
-
- Upon completion of LTCY 199, the student will be able to demonstrate:

- Demonstrate vocabulary building techniques and strategies for comprehension advancement with an overall result of increased reading fluency.
- Demonstrate effective strategies, methodology, and techniques to increase reading efficiency and speed.
- Demonstrate acquisition of varied comprehension skills and the ability to transfer those skills to other content area courses.
- Demonstrate adequate success and completion of the computerized reading comprehension program.
- Demonstrate a favorable, positive attitude toward reading and study skills for lifetime enhancement skills.
- Demonstrate an adequate measure of progress of at least one year's reading composite score on the Nelson-Denny Reading test

3.2 Tentative text(s): Burke, J. (2002). Reader's handbook: A student guide for reading and learning. Wilmington, MA: Great Source.

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Fall 2009

6. Dates of review/approvals:

_____ Department/Division:	_____ January 26, 2009
_____ Curriculum Committee	_____
_____ Dean	_____
UCC Chair	_____
Provost:	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Pam Petty, pamela.petty@wku.edu, 5-2922

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: LTCY 199
- 1.2 Course title: Reading Power
- 1.3 Abbreviated course title: Reading Power
- 1.4 Credit hours: 3
- 1.5 Schedule type: lecture
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: This course is designed to prepare students for reading college texts. Emphasis is placed on developing higher level analysis of complex text including vocabulary and strategic approaches to deep comprehension. Key course experiences include exploration of and practice with a variety of strategies for gaining meaning from a print and the study skills that college students need to be successful. Students will develop self-awareness of their reading capabilities as they grow as efficient and flexible readers. Course targets students with ACT reading scores of 18-20.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course is needed to meet CPE requirements for offering reading support to incoming freshmen who score between 18-20 on the reading portion of the ACT. To meet spring ATP deadlines this course needs to be made available quickly. A new course proposal is planned for future offerings.
- 2.2 Relationship of the proposed course to courses offered in other academic units: Currently there are no offerings of reading courses at WKU for this population of students.

3. Description of proposed course

- 3.1 Course content outline
 - Identifying, creating and monitoring your own understanding of what you read
 - Knowing how texts are structured (college texts)
 - Developing vocabulary
 - Recognizing how ideas are connected
 - Identifying and analyzing the meaning of texts (college texts)
 - Demonstrating your own understanding of your ability to read (metacognition)

Upon completion of LTCY 199, the student will be able to demonstrate:

- Growth and competency in synthesizing academic texts.
- Growth and competency in understanding underlying grammars of discourse in the disciplines.
- Growth and competency in interpretation of and critical thinking within academic texts.

- Growth and competency in vocabulary skills and strategies.
- Growth and competency in comprehension skills and strategies.
- Growth and competency in retention of learned material.
- Growth and competency in study skills including note-taking, test-taking preparation strategies, and organizing for learning.

3.2 Tentative text(s): Burke, J. (2002). Reader's handbook: A student guide for reading and learning. Wilmington, MA: Great Source.

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Summer 2009

6. Dates of review/approvals:

_____ Department/Division:	___January 26, 2009___
_____ Curriculum Committee	_____
_____ Dean	_____
UCC Chair	_____
Provost:	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise A Program
(Action Item)**

Contact Persons: Nedra Atwell, nedra.atwell@wku.edu, 745-4647
Marty Boman, marty.boman@wku.edu, 745-8833
Janet Applin, janet.applin@wku.edu, 745-6105

1. Identification of program:

- 1.1 Current program reference number: 107
- 1.2 Current program title: Master of Arts in Education Exceptional Education – Learning and Behavior Disorders (LBD) and Moderate Severe Disorders (MSD)
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

A number of changes to the MAE in Exceptional Education are proposed including:

- Separate LBD and MSD into two different programs (at present, they are combined into one program area – 107). Create concentrations within each program (see attached table) according to the qualifications and certifications that the students possess.
- Add 9 hours to LBD program for individuals seeking initial teacher certification.
- Add requirement of thesis or action research project for advanced certification for teachers who are interested in the research component of teacher or are planning to continue with a more advanced degree.
- Modify admission requirements (see #3 below) to be consistent with other teaching certification programs at the university.
- Modify specific course requirements for students in both LBD and MSD programs.

3. Detailed program description:

The program admission policy for all concentrations in both LBD and MSD be as follows:

- 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). The GAP and GRE score requirements may be waived for applicants who have earned a previous master's degree or higher from an accredited university. Contact program coordinator for further information.
- EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a minimum 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 portfolio may be found on the program website.
- All admissions materials must be received by March 1 for admission to the summer terms, May 1 for admission to the fall term, October 1 for winter term, and November 1 for spring term for priority consideration.

Master of Arts in Exceptional Education – Learning and Behavior Disorders, Ref. #TBA

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 children with 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 program:

- LBAC – Alternate Route to Certification in LBD. This concentration is for students seeking initial teacher certification in Exceptional Education, LBD. The student must provide documentation of employment as the full-time teacher of record in a qualifying LBD classroom;
- LBNC – Initial LBD Certification, with no other certification. This concentration is for students who are seeking initial teacher certification and who are not employed as full-time LBD classroom teachers;
- LBOC – Initial LBD certification for those with prior teacher certification in another area. This concentration is for students who are certified or eligible for teacher certification in another area and are seeking to add LBD certification; and
- LBLB – Advanced LBD certification. This concentration is for students 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. 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 throughout 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 qualify to be recommended for teacher certification in Exceptional Education, LBD, candidates must document a passing score(s) on specified PRAXIS II exam(s).

Master of Arts in Exceptional Education – Moderate/Severe Disabilities, Ref. #TBA

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 Department of Special Instructional Programs, through the Exceptional Education program area, offers three concentrations within the MAE in Exceptional Education, MSD program:

- MSDI – Moderate and Severe Disabilities Initial Certification. This concentration is for students with teacher certification in any area other than Exceptional Education;
- MSDM – Advanced Moderate and Severe Disabilities. This concentration is for students already certified in MSD; and
- MSDL – Moderate and Severe Disabilities for LBD certified teachers. This concentration is for students with Exceptional Education LBD certification.

Within each concentration the student is expected to become competent in theory, research, and application of best practices related to exceptional students with Moderate and Severe Disabilities. 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 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 qualify to be recommended for teacher certification in Exceptional Education, MSD, candidates must document a passing score(s) on specified PRAXIS II exam(s).

CURRENT PROGRAM	PROPOSED PROGRAM
<p>Master of Arts in Education Exceptional Education-Learning and Behavior Disorders (LBD), Ref. # 107</p> <p><i>This option is for individuals with an undergraduate major and certification in learning and behavior disorders.</i></p> <p>A GAP score of 2200 or higher (undergraduate GPA of 2.5 x GRE composite score) and a 3.5 on Analytical Writing are required. Applicant is responsible for maintaining contact with the graduate college (270-745-2446) to ensure application is complete and has been forwarded to the EXED admissions committee. Completed paperwork is due by April 1 for summer semester admission or by July 20 for fall semester admission. Submit a portfolio by either April 1 or July 20 containing the following documents to the EXED program admission committee, Tate Page Hall, 364, WKU, Bowling Green, KY 42101. The portfolio should include three letters of recommendation, a professional development plan (including strengths in exceptional education and areas of growth in exceptional education), and a personal philosophy of education (including students with exceptionalities and commitment to the profession). <i>The EXED admission committee may request an interview.</i></p> <p>Program requirements—30 hours</p> <p>EXED 517 Transition Services and Programs for Individuals with Disabilities</p> <p>EXED 530 Advanced Assessment Techniques</p> <p>EXED 531 Advanced Prescriptive Teaching</p> <p>EXED 532 Families, Professionals and Exceptionalities</p> <p>EXED 533 Seminar: Curriculum for Learning and Behavior Disorders</p> <p>EXED 534 Seminar: Research in Exceptional Child Education</p> <p>EXED 590 Advanced Internship in Exceptional Education</p> <p>EDFN 500 Research Methods</p> <p>EXED 518 Seminar: Problems in Special Education</p> <p>PSY 540 Behavior Problems of Childhood and Adolescence</p> <p>All courses in the program carry critical</p>	<p>Master of Arts in Exceptional Education – Learning and Behavior Disorders, Ref. #107</p> <p>This program provides preparation for students who wish to pursue careers in a P-12 school setting as teachers 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:</p> <ul style="list-style-type: none"> • LBAC – Alternate Route to Certification in LBD; • LBNC – Initial LBD Certification for those with no other teacher certification; • 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 <p>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.</p> <p>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.</p> <p>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.</p> <p>ADMISSION TO PROGRAM</p>

performance indicators (CPIs). A course's critical performance 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 is required. A GPA of 3.0 or higher in all graduate coursework is required, with no grade lower than a C. Completed applications, including graduate school applications and Exceptional Education program applications, must be received by the Exceptional Education program by the following dates: April 1 for admission to the summer cohort or July 20 for admission to the fall cohort.

Alternate Route to Certification for Master of Arts in Education-Learning Behavior Disorders, Ref. # 107

An alternative route to certification program is a graduate degree program for individuals with Bachelor of Arts or Science degrees, who are interested in working in schools with learning and behavior disordered children. This 30-hour graduate program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition services programs, and research in exceptional education. The alternative route to certification program is designed for students who do not already hold certification in exceptional education. Because students come from a variety of educational backgrounds, program advisors review each application carefully, taking into consideration comparable course work a student may have already taken as well as appropriate life experiences. Students may also indicate plans for proposed future professional development in the form of workshops, in-service training, or conferences to be used in place of background coursework for the program. To ensure that all significant information is available for each applicant, a portfolio review process is used. As students complete course work in the program, items will be added to the portfolio as evidence of progress. During the program, any deficiencies identified in the initial portfolio review process may be addressed

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 to the Exceptional Education faculty. Details regarding the requirements for the admission portfolio may be found on the program website.
- 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.

Alternative Admission:

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

through planned and approved involvement in professional development activities. Documentation of such involvement will be added to the portfolio. Actual portfolio examples are available from the Exceptional Education office. Call (270) 745-4607 or visit the Exceptional Education website for more information. Students must apply for admission to Graduate Studies and the Exceptional Education program. Students may begin applying to both at the same time, but must be admitted to Graduate Studies before the Exceptional Education faculty will formally consider the application. Admission to the program requires a GAP score of 2200 or higher (GAP=GRE composite score X undergraduate GPA) and an Analytical Writing score of 3.5 or higher.

To apply for admission to the Exceptional Education program, submit a portfolio containing three letters of recommendation from professional references; a professional development plan describing previous course work, life experiences, and planned professional development activities in the area of learning and behavior disorders; and a personal philosophy of educating students with exceptionalities, with an emphasis on commitment to the profession. All courses in the program carry critical performance indicators (CPIs). A course's critical performance 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 is required. A GPA of 3.0 or higher in all graduate coursework is required, with no grade lower than a C.

Completed applications, including graduate school applications and Exceptional Education program applications, must be received by the Exceptional Education program by the following dates: April 1 for admission to the summer cohort or July 20 for admission to the fall cohort.

Program requirements—30 hours
 EXED 517 Transition Services and Programs for Individuals with Disabilities

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. 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.

The LBAC and LBNC concentrations comprise 21 hours of core courses, 6 hours of introductory Exceptional Education courses, 3 hours of Literacy courses, 3 hours of electives 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 course work, and 6 hours of field work or action research course work, for a total of 30 credit

EXED 530 Advanced Assessment Techniques
 EXED 531 Advanced Prescriptive Teaching
 EXED 532 Families, Professionals and Exceptionalities
 EXED 533 Seminar: Curriculum for Learning and Behavior Disorders
 EXED 630 Special Education Law and Finance
 EXED 590 Advanced Internship in Exceptional Education
 EDFN 500 Research Methods
 EXED 516 Exceptional Child: Perspectives and Issues
or EXED 518 Seminar: Problems in Special Education
 PSY 519 Psychological Perspectives on Classroom Behavior

Note: To obtain teacher certification, a passing score on the PRAXIS II is required for all candidates.

hours.

Students have the option of adding the Autism Spectrum Disorders Certificate to any LBD concentration and may include up to 12 hours of ASD Courses within their program of study.

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

EDFN 500	Research Methods OR	
EXED 534	Research in Exceptional Child Education	3 hours
PSY 519	Classroom Behavior OR	
PSY 540	Behavior Problems in Children OR	
EXED 518	Issues in Behavior Management	3 hours
EXED 532	Families, Professionals, and Exceptionalities	3 hours
EXED 530	Advanced Assessment Techniques	3 hours
EXED 531	Advanced Prescriptive Teaching	3 hours
EXED 517	Transition Services and Programming	3 hours
EXED 630	Special Education Law	<u>3 hours</u>
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 a school district's intent to employ them) as teachers of record for students with Learning and Behavior Disorders. This 39-hour program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas. *This concentration 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 be recommended for certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

*Specific Course Requirements – 18 Hours + 21 Hours
Core course work*

EXED 515 Education of Exceptional Children
3 hours

EXED 516 Exceptional Child: Perspectives and
Issues 3 hours

LTCY 519 Foundations of Reading Instruction
3 hours

EXED 590 Internship in Special Education
6 hours

Advisor Approved Content Elective
3 hours

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 teachers of students with Learning and Behavior Disorders.

This 39-hour program consists of course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas.

This concentration 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 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 Teacher Internship Program (KTIP) to be eligible to be recommended for certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

*Specific Course Requirements – 18 Hours + 21 Hours
of Core course work*

EXED 515	Education of Exceptional Children	
	3 hours	
EXED 516	Exceptional Child: Perspectives and Issues	3 hours
LTCY 519	Foundations of Reading Instruction	3 hours
EXED 590	Internship in Special Education	6 hours
	Advisor Approved Content Elective	3 hours
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 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

EXED 516	Exceptional Child: Perspectives and Issues	3 hours
EXED 533	Seminar: Curriculum for LBD	3 hours
EXED 590	Internship in Special Education	3 hours
Sub Total		9 hours
Total with Core Courses		30 hours

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 course work in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content

	<p>areas. <i>This concentration is for individuals who hold teaching certification in Exceptional Education.</i></p> <p>.</p> <p><i>Specific Course Requirements – 9 hours +21 Hours</i> <i>Core course work</i></p> <table border="0"> <tr> <td>EXED 533</td> <td>Seminar: Curriculum for LBD</td> <td></td> </tr> <tr> <td></td> <td>3 hours</td> <td></td> </tr> <tr> <td>EXED 599</td> <td>Thesis</td> <td>6 hours</td> </tr> <tr> <td></td> <td>Sub Total</td> <td>9 hours</td> </tr> <tr> <td></td> <td>Total with Core Courses</td> <td>30 hours</td> </tr> </table> <p style="text-align: center;">OR</p> <p><i>Specific Course Requirements – 9 hours +21 Hours</i> <i>Core course work</i></p> <table border="0"> <tr> <td>EXED 533</td> <td>Seminar: Curriculum for LBD</td> <td></td> </tr> <tr> <td></td> <td>3 hours</td> <td></td> </tr> <tr> <td>EXED 590</td> <td>Internship in Special Education</td> <td></td> </tr> <tr> <td></td> <td>3 hours</td> <td></td> </tr> <tr> <td>EXED 534</td> <td>Research in Exceptional Education</td> <td></td> </tr> <tr> <td></td> <td>3 Hours</td> <td></td> </tr> <tr> <td></td> <td>Sub Total</td> <td>9 hours</td> </tr> <tr> <td></td> <td>Total with Core Courses</td> <td>30 hours</td> </tr> </table>	EXED 533	Seminar: Curriculum for LBD			3 hours		EXED 599	Thesis	6 hours		Sub Total	9 hours		Total with Core Courses	30 hours	EXED 533	Seminar: Curriculum for LBD			3 hours		EXED 590	Internship in Special Education			3 hours		EXED 534	Research in Exceptional Education			3 Hours			Sub Total	9 hours		Total with Core Courses	30 hours
EXED 533	Seminar: Curriculum for LBD																																							
	3 hours																																							
EXED 599	Thesis	6 hours																																						
	Sub Total	9 hours																																						
	Total with Core Courses	30 hours																																						
EXED 533	Seminar: Curriculum for LBD																																							
	3 hours																																							
EXED 590	Internship in Special Education																																							
	3 hours																																							
EXED 534	Research in Exceptional Education																																							
	3 Hours																																							
	Sub Total	9 hours																																						
	Total with Core Courses	30 hours																																						
<p>Master of Arts in Education Exceptional Child-Moderate & Severe Disabilities (MSD), Ref. #107</p> <p>The MAE in MSD is a combination on-site and web-based program based on courses available through both Western Kentucky University (WKU) and the Kentucky Virtual University (KYVU). WKU courses may be identified by the following prefixes: EXED, PSY, and EDFN. KYVU courses are identified by the EDSP prefix. Selection of courses is with advisor approval. EXED 516/EDSP 540 or EXED 518 are the first courses taken in the program. To be eligible for admission to the MAE in Moderate and Severe Disabilities, a candidate must:</p> <p>1. Hold a BA/BS from an accredited college or university and certification in at least one of the following areas: exceptional education, moderate and severe disabilities; elementary education (P-5); interdisciplinary early childhood education; communication disorders (P-12); or exceptional education, learning and behavior</p>	<p>Master of Arts in Exceptional Education – Moderate/Severe Disabilities, Ref. #TBA</p> <p>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 Department of Special Instructional Programs, through the Exceptional Education program area, offers three concentrations within the MAE in Exceptional Education, MSD program:</p> <ul style="list-style-type: none"> • MSDI – Moderate and Severe Disabilities for those holding certification in any area other than Exceptional Education; • MSDM – Moderate and Severe Disabilities for those holding previous certification in MSD; and • MSDL – Moderate and Severe Disabilities for those holding Exceptional Education LBD certification. <p>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</p>																																							

disorders;
2. Meet the requirements for acceptance into graduate studies as stated in the Western Kentucky University Graduate Catalog; and
3. Present an application portfolio to the exceptional education admissions committee. The application portfolio consists of the following documents: three letters of recommendation, personal philosophy of teaching students with moderate to severe disabilities, current vitae, and letter of intent/commitment to teaching students with moderate and severe disabilities. The MAE in Moderate and Severe Disabilities requires the development of an ongoing portfolio, built upon the application portfolio that reflects the candidate's progress toward attainment of the experienced teacher standards. The portfolio, which contains the critical performance indicator exemplars from each course, is reviewed at the end of each semester. A written comprehensive examination is required at the conclusion of course work. Candidates who lack initial certification in moderate and severe disabilities (P-12) must take the required PRAXIS II specialty examinations. The portfolio, all courses, and the written comprehensive examination must be successfully completed before the degree is awarded.

Program requirements—30 hours
EXED 516 Exceptional Child: Perspectives and Issues

Or EDSP 540 Introduction to Exceptional Children

Or EXED 518 Seminar: Problems in Special Education

Note: If the student took an undergraduate version of EXED 516/EDSP 540, he/she takes EXED 518.

Sciences Teacher Disposition Rating Form. 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.

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 to all MSD concentrations requires the following:

Students not meeting the previously stated requirements to the program, will be required to meet these exceptions:

- 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

portfolio may be found on the program website.

- 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.

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 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.

All three Moderate and Severe concentrations – MSDI, 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 619.

Core Courses for MSDI, MSDM, and MSDL Concentrations:

EDFN 500	Research Methods OR	
EXED 534	Research in Exceptional Education	3 hours
PSY 519	Classroom Behavior OR	
EXED 518	Issues in Behavior Management	3 hours
EXED 535	Curriculum for MSD	3 hours
EXED 419G	Assistive Technology/Classroom OR	
EXED 619	Assistive Technology for ASD	3 hours
EXED 610	Introduction to ASD	3 hours
EXED 630	Special Education Law and Finance	3 hours
Hours		
Total of Core Courses		18hours

EXED MSD Concentrations

Moderate and Severe Disabilities, Initial Certification
Concentration Code: MSDI

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, prescriptive teaching, transition 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 hours + 15 hours of core courses

EXED 532	Families, Professionals, and Exceptionalities	3 hours
EXED 530	Advanced Assessment Techniques	3 hours
EXED 517	Transition Services and Programming	3 hours
EXED 590	Internship in Special Education	3 hours
Sub Total		12 hours
Total with Core Courses		30 hours

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.*

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

EXED 615	Instructional Strategies and Design for ASD	3 hours
EXED 618	Social Skills and Beh. Programming for ASD	3 hours
EXED 599	Thesis	6 hours
SubTotal		12

	<p>hours Total with Core Courses 30 hours</p> <p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <p>EXED 615 Instructional Strategies and Design for ASD 3 hours EXED 618 Social Skills and Beh. Programming for ASD 3 hours EXED 590 Internship in Special Education 3 hours EXED 534 Research in Exceptional Education 3</p> <p>Hours SubTotal 12 hours Total with Core Courses 30 hours</p> <p><u>Moderate and Severe Disabilities w/previous LBD Certification with Focus on Autism</u> <u>Concentration Code: MSDL</u></p> <p>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, transition services programming, and research in Exceptional Education. This program has <i>This option is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, LBD.</i></p> <p><i>Specific Course Requirements – 18 hours + 15 hours of core courses</i></p> <p>EXED 517 Transition Services and Programming 3 hours EXED 534 Seminar: Research in Excep. Child Educ. 3 hours EXED 630 Special Education Law 3 hours EXED 615 Instructional Strategies and Design for ASD 3 hours EXED 618 Social Skills and Beh. Programming for ASD 3 hours SubTotal 15 hours Total with Core Courses 33 hours</p>
--	--

4. Rationale for the proposed program change:

Through program assessment, including feedback from regional constituents, the graduate faculty in Exceptional Education has recognized the need to offer distance programs for graduate students in Exceptional Education who hold prior teacher certification in LBD; those who hold no teacher certification; those who hold Exceptional Education certification but not in LBD, and those who hold certification in an area other than Exceptional Education. In the current program, two certification areas of Exceptional Education (LBD and MSD) are grouped into one program: Reference #107. Because of the varied backgrounds of applicants to the program and their varied certification needs, it is proposed that each Exceptional Education certification area be a separate program and have its own reference number. The proposed programs will then contain 3 to 4 Concentrations within each certification area. The proposed programs will require students without prior teacher certification to take additional courses to build a foundation and context for teaching exceptional students. Students with certification will be given the opportunity to tailor their programs based upon personal interests and certification needs. Students in the new programs will have the option of selecting Initial Studies in LBD or MSD, and Advanced studies in LBD or MSD. A summary of the proposed changes are listed below:

Based upon recommendations from the Educational Professional Standards Board and their guidelines for reviewing and revising Masters Programs in Colleges of Education, the Graduate Faculty in the Exceptional Education programs have reviewed program assessment data, feedback from collaboration with district personnel, feedback from Humanities, Arts and Sciences faculty, and feedback from current students in the programs. A determination was made that changes were needed to distinguish students seeking Alternate Route to Certification in EXED LBD; Initial Studies in LBD or MSD; Advanced studies in LBD or MSD; and those seeking a certificate in Autism Spectrum Disorders. In addition, it was determined that Alternate Route to Certification Students require additional course work in core content areas and more supervision in the field.

5. Proposed term for implementation and special provisions (if applicable):
Fall 2009

6. Dates of prior committee approvals:

Department of Special Instructional Programs: ___12/10/08_____

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 10/27/2008

**College of Education and Behavioral Sciences
Department of Military Science and Leadership
Proposal to Create a New Major Program
(Action Item)**

Contact Person: Frank St. Charles, frank.stcharles@wku.edu, (270) 745-4293

1. Identification of program:

- 1.1 Program title: Military Leadership
- 1.2 Degree: B.S.
- 1.3 Classification of Instructional Program Code (CIP):
- 1.4 Required hours in proposed major program: 39-42
- 1.5 Special information:
- 1.6 Program admission requirements for those seeking a commission in the United States Army as a Second Lieutenant:
 - Be a citizen of the United States or an alien in a category approved by the Department of the Army. Approval must be granted prior to enrollment.
 - Be at least 17 years of age at the time of enrollment and not reach 30 years of age at the time of commissioning in the U.S. Army (this may be waived).
 - Be medically qualified in accordance with standards prescribed by the Department of the Army.
 - Have a minimum overall academic grade point average of 2.0.
 - Be recommended by the Professor of Military Science (Department Head)
 - Execute a written agreement with the government to complete the two-year advanced course of training, attend the Leadership Development and Assessment Course (LDAC), agree in writing to accept an appointment as a commissioned officer in the Army Reserve, and serve a prescribed tour of active or reserve service component duty as a commissioned officer.

Program admission requirements for those with prior military service or who are currently serving non-commissioned officers not seeking a commission are:

- Be a citizen of the United States or an alien in a category approved by the Department of the Army. Approval must be granted prior to enrollment.
- Be medically qualified in accordance with standards prescribed by the Department of the Army.
- Have a minimum overall academic grade point average of 2.0.
- Be recommended by the Professor of Military Science (Department Head)

1.7 Catalog description:

The major in Military Leadership creates well-prepared, well-educated, culturally aware, dynamic military leaders through interdisciplinary coursework, internships, Army training and schools, community involvement, and various leadership opportunities. The Military Leadership program spans up to eight semesters, during which the student is mentored and developed using emphasis on team and leadership skills training. In addition to the Military Science courses, the student selects nine credit hours from Political Science, Psychology, Management, Communications, Geography, Sociology, and History. With the completion of additional requirements, students may also be able to earn a Certificate in Leadership Studies.

Although the program prepares students to be eligible for a commission in the U.S. Army, program graduates are not required to seek commissions. In addition to prospective commissioned officers, non-commissioned officers and veterans may also

be admitted to the major in Military Science.

Program admission requirements for those seeking a commission are:

- Be a citizen of the United States or an alien in a category approved by the Department of the Army. Approval must be granted prior to enrollment.
- Be at least 17 years of age at the time of enrollment and not reach 30 years of age at the time of commissioning in the U.S. Army (this may be waived).
- Be medically qualified in accordance with standards prescribed by the Department of the Army.
- Have a minimum overall academic grade point average of 2.0.
- Be recommended by the Professor of Military Science (Department Head)
- Execute a written agreement with the government to complete the two-year advanced course of training, attend the Leadership Development and Assessment Course (LDAC), agree in writing to accept an appointment as a commissioned officer in the Army Reserve, and serve a prescribed tour of active or reserve service component duty as a commissioned officer.

Upon completion of the program the student will be eligible to receive a commission as a Second Lieutenant into the United States Army.

Program admission requirements for those with prior military service or who are currently serving non-commissioned officers not seeking a commission are:

- Be a citizen of the United States or an alien in a category approved by the Department of the Army. Approval must be granted prior to enrollment.
- Be medically qualified in accordance with standards prescribed by the Department of the Army.
- Have a minimum overall academic grade point average of 2.0.
- Be recommended by the Professor of Military Science (Department Head)

The major in Military Leadership (reference number XXX) requires 39-42 hours and leads to a Bachelor of Science degree. A second major or minor is required. Students are encouraged to choose a second major related to their intended career objectives.

Program Requirements:

1) Basic core (7-10 hours)

Students must take the following courses in sequential order unless otherwise authorized by the PMS:

- a) MIL 101 Military Mountaineering and Leadership (2 hours),
MIL 102 Developmental Skills (2 hours),
MIL 201 Basic Leadership (3 hours), and
MIL 202 Team Building and Military Doctrine (3 hours)

OR

- b) MIL 209 Introduction to Military Life (1 hours) and
MIL 210 Military Science Practicum (Leader's Training Course) (6 hours)

2) Advanced core (20 hours)

Students must take the following courses in sequential order unless otherwise authorized by the PMS:

- a) MIL 301 Military Leadership and Management (3 hours)
MIL 302 Military Leadership and Advanced Tactical Skills (4 hours)
MIL 410 Military Science Practicum (Leadership Development and Assessment Course) (6 hours)
MIL 401 Professional Leadership Skills (3 hours)
MIL 402 Role of the Army Officer (4 hours)

- 3) Restricted elective (3 hours)
 - a) HIS 299 Introduction to Military History (3 hours)OR
 - b) HIS 494 U.S. Military History (3 hours)

- 4) Electives (9 hours) (Selected with advisor approval)
 - PSY 355 Issues in Cross-Cultural Psychology (3 hours)
 - PSY 412 Psychology of Motivation and Emotion (3 hours)
 - PS 250 International Politics (3 hours)
 - PS 260 Introduction to Comparative Politics (3 hours)
 - PS 350 Political Terrorism (3 hours)
 - PS 357 U.S. Foreign Policy (3 hours)
 - PS 363 Politics of Developing Nations (3 hours)
 - PS 365 Government and Politics of the Middle East (3 hours)
 - PS 366 Government and Politics of East Asia (3 hours)
 - PS 367 Government and Politics of Russia and Eastern Europe (3 hours)
 - PS 368 African Government and Politics (3 hours)
 - PS 457 Theories of War and Peace in International Relations (3 hours)
 - COMM 240 Critical Listening (3 hours)
 - COMM 461 Organizational Communication (3 hours)
 - COMM 463 Intercultural Communication (3 hours)
 - MGT 210 Organization and Management (3 hours)
 - MGT 419 Management of Organizational Conflict (3 hours)
 - LEAD 200 Introduction to Leadership Studies (3 hours)
 - LEAD 400 Practicum in Leadership (3 hours)
 - HIST 426 Hitler and Nazi Germany (3 hours)
 - HIST 439 Rise and Decline of Communism (3 hours)
 - SOCL 232 Introduction to Law Enforcement (3 hours)
 - SOCL 260 Race and Ethnic Relations (3 hours)
 - SOCL 322 Religion in Society (3 hours)
 - SOCL 362 Social Institutions: Race, Class, & Gender (3 hours)
 - SOCL 375 Diversity in American Society (3 hours)
 - GEOG 462 Geography of South America (3 hours)
 - GEOG 464 Geography of Europe (3 hours)
 - GEOG 465 Geography of Asia (3 hours)
 - GEOG 466 Geography of Africa (3 hours)
 - GEOG 467 Geography of the Middle East (3 hours)

2. Rationale:

2.1 Reason for developing the proposed major program:

Today's military leader must be able to interact and work directly with foreign militaries, diplomats and citizens. The need for military leaders, who are able to give orders and make decisions in a global theater of operations, is vital to the success of any military maneuver. Leaders must be well-educated, culturally aware, dynamic, and aware of national/world politics and policies.

The major in Military Leadership is designed to develop leaders who are well-prepared and well-educated; the program will include interdisciplinary coursework, internships, Army training, community involvement, and various leadership opportunities. The major in Military Leadership will produce second lieutenants in the U.S. Army who are prepared to immediately enter an active duty or reserve leadership position. In addition to producing second lieutenants, this program will also be open to senior non-commissioned officers seeking to further their civilian education in order to become more competitive for promotion.

In recent years more educational assistance programs, such as the GI Bill have become available to veterans. In the Fiscal Year 2007 over 500,000 personnel utilized their GI Bill benefits. This trend is allowing many individuals to pursue degrees and certificate programs at University levels. A major in Military Leadership would allow individuals to utilize such educational assistance programs and pursue a degree that would accelerate their career paths.

2.2 Projected enrollment in the proposed major program:

The number of students enrolled in the Military Science minor varies from fifty to seventy five each semester. It is expected that some current minors will instead enroll in the major program. However, the primary target audiences are veterans and those currently serving in the military who are seeking postsecondary education. It is expected that 10 to 15 students from each of these groups will enroll in the major in Military Leadership each year.

2.3 Relationship of the proposed major program to other programs now offered by the department:

The Department of Military Science and Leadership currently offers a minor in Military Science. This minor consists of a Basic Course and Advanced Course. The Basic course requires all students to complete MIL 101, 102, 202, 210, or receive credit for the basic course through military service. The Advanced Course requires all students to complete MIL 301, 302, 401, 402 and 410. Approximately twelve individuals complete the minor and are commissioned each year.

The proposed major is not designed to draw students away from the Military Science minor or any other degree program. Rather, it is designed to offer current and potential students the opportunity to expand their education while also accelerating their Army careers.

2.4 Relationship of the proposed major program to other university programs:

The major in Military Leadership will have ties to many departments and programs on campus, including but not limited to Psychology, Political Science, Communication, Management, Leadership Studies, History, Women's Studies Center, Sociology, Geography and Geology, and Consumer and Family Sciences. Because of this cooperation with other departments and disciplines, the implementation of the major in Military Science will be beneficial to those departments as well, leading to increased enrollment in courses offered by these areas.

Currently, the Center for Leadership Excellence offers a Leadership Studies Program Undergraduate Certificate. The relationship between the certificate program and proposed major is very strong. The certificate program focuses on instilling in students the theory and

thought of leadership. This provides students with the fundamental skills needed to be a successful leader. The proposed major focuses on the application and development of leadership skills through hands on activities. Therefore, the combination of these programs will produce leaders who are well rounded and have the ability to function as dynamic leaders.

If students elect to pursue the Leadership Studies Program Undergraduate Certificate, only one additional course not associated with the student's major/minor/or general education is required. This elective must fall in Category IV, Critical Thinking and Empirical Assessment, as outlined in the Certificate Program. Courses required in the proposed major that are also required for the Certificate Program are: MIL 202, MIL 401, LEAD 200 and LEAD 400.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The Major in Military Science and Leadership is unique in the State of Kentucky. Nationally, only two other universities have been identified as offering similar programs, Norwich University in Northfield, Vermont, which offers a Bachelor of Arts in Studies in War and Peace; and Norfolk State University in Norfolk, VA, which offers a Bachelor of Arts degree in History-Military Science.

2.6 Relationship of the proposed major program to the university mission and objectives:

3. **Objectives of the proposed major program:**

The program is designed so that the student who completes the major in Military Leadership in conjunction with a second major or minor in a field that will enhance their skill set and ability in their chosen career field, within the military or in civilian life. The competencies required by the military and university are assessed multiple times each semester.

Each semester all program participants are evaluated no less than twice. Instructors assess the general progression of all course work, personal achievements, social interactions and future ambitions. Peer evaluations completed twice during the junior year, prove to be a useful tool to the instructor. The peer evaluations help to identify the students' strengths and weakness in interpersonal skills, as well assign a ranking based on leadership dimensions. This allows the instructor to compare their perception to the student's peers' perception.

Off campus evaluations take place during the Leadership Development and Assessment Course (LDAC) typically attended between the junior and senior year at Ft. Lewis, WA. At LDAC the student's ability and potential is assessed via evaluations and ranking in the following events:

- Land Navigation
- Basic Rifle Marksmanship
- Combat Water Survival Test
- Field Leadership Reaction Course
- Situational Training Exercises
- First Aid
- Physical Fitness Test
- Obstacle Courses

At LDAC instructors from around the country and newly commissioned officers, continuously evaluate, mentor, and counsel the student regarding their performance and

leadership ability.

During the course of the program students will learn tactics, technical systems, organizations, management of resources, and the tendencies and needs of people. The knowledge provided through classroom and hands-on instruction and reinforced through field training exercises, labs, and day to day operations will shape the graduate's identity and will reinforce the graduate's actions.

While character and knowledge are necessary, by themselves they are not enough. Leaders cannot be effective until they apply what they know. The success of a leader is directly related to the influence they have on others and mission accomplishment. As with knowledge, students in this program will learn more about leadership as they serve in a variety of positions.

Graduates of the Military Leadership program will:

- By virtue of assumed role or assigned responsibility inspire and influence others to accomplish organizational goals.
- Be able to motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization.
- Be able to make rational, logical decisions using the skills and knowledge they have acquired.
- Be able to tactically control and emplace small platoon sized elements using Army doctrine.
- Be able to implement theories learned during the program, as well as execute the ethical decision making model and Army problem solving.
- Be able to deal with the complexities of today's environment utilizing goal setting, communications, leadership, and tactics.
- Be able to understand leadership fundamentals, build teams, and communicate with a team.
- Embody the Army Values, the Warrior Ethos, and Soldiers Creed.
- Have a working knowledge of Military Heritage, Military History, Military Traditions and Customs, and Administration of Army Programs.

4. Program description:

4.1 Curriculum:

Program Requirements:

1) Basic core (7-10 hours)

Students must take the following courses in sequential order unless otherwise authorized by the PMS:

MIL 101 Military Mountaineering and Leadership (2 hours)

MIL 102 Developmental Skills (2 hours)

MIL 201 Basic Leadership (3 hours)

MIL 202 Team Building and Military Doctrine (3 hours)

OR

MIL 209 Introduction to Military Life (1 hour)

MIL 210 Military Science Practicum (Leader's Training Course) (6 hours)

2) Advanced core (20 hours)

Students must take the following courses in sequential order unless otherwise authorized by the PMS:

- MIL 301 Military Leadership and Management (3 hours)
- MIL 302 Military Leadership and Advanced Tactical Skills (4 hours)
- MIL 410 Military Science Practicum (Leadership Development and Assessment Course) (6 hours)
- MIL 401 Professional Leadership Skills (3 hours)
- MIL 402 Role of the Army Officer (4 hours)

3) Restricted Electives (3 hours)

HIS 299 Introduction to Military History (3 hours)

OR

HIS 494 U.S. Military History (3 hours)

4) Electives (9 hours)

Students will fulfill the remaining 9 hours of the major by choosing from among the following elective courses from at least two disciplines.

Psychology

- PSY 355 Issues in Cross-Cultural Psychology (3 hours)
- PSY 412 Psychology of Motivation and Emotion (3 hours)

Political Science

- PS 250 International Politics (3 hours)
- PS 260 Introduction to Comparative Politics (3 hours)
- PS 350 Political Terrorism (3 hours)
- PS 357 U.S. Foreign Policy (3 hours)
- PS 363 Politics of Developing Nations (3 hours)
- PS 365 Government and Politics of the Middle East (3 hours)
- PS 366 Government and Politics of East Asia (3 hours)
- PS 367 Government and Politics of Russia and Eastern Europe (3 hours)
- PS 368 African Government and Politics (3 hours)
- PS 457 Theories of War and Peace in International Relations (3 hours)

Communication

- COMM 240 Critical Listening (3 hours)
- COMM 461 Organizational Communication (3 hours)
- COMM 463 Intercultural Communication (3 hours)

Management

- MGT 210 Organization and Management (3 hours)
- MGT 419 Management of Organizational Conflict (3 hours)

Leadership Studies

- LEAD 200 Introduction to Leadership Studies (3 hours)
- LEAD 400 Practicum in Leadership (3 hours)

History

- HIST 426 Hitler and Nazi Germany (3 hours)
- HIST 439 Rise and Decline of Communism (3 hours)

Sociology

- SOCL 232 Introduction to Law Enforcement (3 hours)
- SOCL 260 Race and Ethnic Relations (3 hours)
- SOCL 322 Religion in Society (3 hours)
- SOCL 362 Social Institutions: Race, Class, & Gender (3 hours)
- SOCL 375 Diversity in American Society (3 hours)

Geography

- GEOG 462 Geography of South America (3 hours)
- GEOG 464 Geography of Europe (3 hours)
- GEOG 465 Geography of Asia (3 hours)
- GEOG 466 Geography of Africa (3 hours)
- GEOG 467 Geography of the Middle East (3 hours)

4.2 Accreditation, certification, approval, and/or licensure: Not applicable

4.3 Program delivery:
Program Delivery will be provided through classroom courses, field training exercises, leadership labs, physical training, and summer practicum

5. Resources:

- 5.1 Faculty:
No new faculty will be required.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals):
Current resources are adequate
- 5.3 Facilities and equipment:
No additional requirements will be created by implementation of this major

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Department of Military Science and Leadership _____

CEBS Curriculum Committee _____

Contact with Designee of the Office
of Academic Affairs (Dennis George),
re: CPE Posting _____

University Curriculum Committee _____

University Senate



Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Tabitha Daniel, Tabitha.daniel@wku.edu, 5-2615

1. Identification of program:

- 1.1 Current program reference number: 527
- 1.2 Current program title: BS in Elementary Education
- 1.3 Credit hours: 82

2. Identification of the proposed program changes: Deletion of four requirements:

- CS 145 Introduction to Computing, PH 100 Personal Health, MATH 211 Mathematics for elementary Teachers I, and MATH 212 Mathematics for Elementary Teachers II; ADD BE 210 Computer Applications for Business Educators , MATH 205 Number Systems and Number Theory for Teachers, MATH 206 Fundamentals of Geometry for Teachers, and MATH 308 Rational Numbers and Data Analysis for Teachers

3. Detailed program description:

Current Program	Revised Program
CS 145/CIS 141/ LME 448 3	BE 210/CIS 141/ LME 448 3
	EDU 250 3
PH 100 3	LME 318 3
EDU 250 3	MATH 205 3
MATH 211 3	PSY 310 3
LME 318 3	MATH 206 3
MATH 212 3	MUS 311 3
PSY 310 3	PE 354 3
MUS 311 3	ENG 302 3
PE 354 3	ART 310 3
ENG 302 3	EXED 330 3
ART 310 3	LTCY 320 3
EXED 330 3	LTCY 420 3
LTCY 320 3	ELED 345* 3
LTCY 420 3	ELED 365 3
ELED 345* 3	ELED 407 3
ELED 365 3	ELED 355 3
ELED 407 3	MATH 308 3
	ELED 465 3
ELED 355 3	ELED 405 3
ELED 465 3	ELED 406 3
ELED 405 3	MUS 314 3
ELED 406 3	GEOG 451/ HIST 456 3
MUS 314 3	ELED 489 3

GEOG 451/ HIST 456	3	ELED 490	10
ELED 489	3		
ELED 490	10		
Total	82 hours	Total	82 hours

4. Rationale for the proposed program change:

CS 145 is no longer taught and is being replaced with BE 210 Computer Applications for Business Majors. The PH 100 course is being deleted as a specific requirement to allow for another transition for students transferring to WKU or changing their major to the Elementary Education Program.

The Mathematics Department revised the courses in mathematics for the Elementary and Middle Grades Education programs changing Math 211 and 212 to Math 205 and 206 and adding a third math course Math 308 for teachers.

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>October 17, 2008</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Tabitha Daniel, Tabitha.daniel@wku.edu, 5-2615

1. Identification of program:

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

2. Identification of the proposed program changes:

Add EDU 522 Foundations of Differentiated Instruction and EDU 524 Educational Assessment, and EDU 507 Geography for Teachers as strategy component courses, move EXED 516 from a deficiency to a required course (with a note), and add the Environmental Education Endorsement as an option.

3. Detailed program description:

Current Program	Revised Program
Required 9 hours	Required 9-12 hours
ELED 503- Organization of the Elementary School Curriculum 3	ELED 503- Organization of the Elementary School Curriculum 3
EDFN 500- Research Methods 3	EDFN 500- Research Methods 3
EDU 501- Seminar: Designing the Professional Development Plan 1	EDU 501- Seminar: Designing the Professional Development Plan 2
EDU 596- Portfolio Development and Professional Educator Growth Plan 2	EDU 596- Portfolio Development and Professional Educator Growth Plan 1
Restricted General Electives 9 hours +	EXED 516- The Exceptional Child (An approved elective may be substituted if an Exceptional Education course is on the student's graduate or undergraduate transcript)
ELED 505- Advanced Materials and Methods in Modern Mathematics for Elementary Teachers 3	Restricted General Electives -9 hours ELED 505- Advanced Materials and Methods in Modern Mathematics for Elementary Teachers 3
ELED 506- Seminar in Elementary School Science 3	ELED 506- Seminar in Elementary School Science 3

ELED 507- Advanced Materials and Methods in Social Studies	3	ELED 507- Advanced Materials and Methods in Social Studies	3
EDU 544- Teaching Strategies	3	EDU 544- Teaching Strategies	3
		EDU522 Foundations of Differentiated Instruction	3
		EDU 524 Educational Assessment	3
		EDU 507 Geography for Teachers	3
		Crosslisted with GEOG 507	
		GTE 536	
		ENVE 580	
LTCY 519- Reading Foundations of Reading Instruction	3	LTCY 519- Reading Foundations of Reading Instruction	3
Required Psychology Elective (3 hours)		Required Psychology Elective (3 hours)	
PSY 510- Advanced Educational Psychology	3	PSY 510- Advanced Educational Psychology	3
PSY 511- Psychology of Learning	3	PSY 511- Psychology of Learning	3
PSY 519- Psychological Perspectives on Classroom Behavior	3	PSY 519- Psychological Perspectives on Classroom Behavior	3
PSY 540- Behavioral Problems of Childhood and Adolescence	3	PSY 540- Behavioral Problems of Childhood and Adolescence	3
General Content Electives (6-9 hours)- Advisor Approval	6-9	General Content Electives (12 hours)- Or Advisor Approval	
Art, Biology, Chemistry, Communication, Economics, English, English as a Second Language, Environmental Education, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Sociology, Theatre		Art, Biology, Chemistry, Communication, Economics, English, Leadership, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Psychology, Sociology, Theatre, Or the following Endorsements:	
		English as a Second Language, Gifted and Talented, Environmental Education, Educational Technology	
		LME 410G- Storytelling	
		LME 411G- Creative Media Experiences for Children	

		LME 518- Advanced Children's Literature	
Restricted Content			
Electives (0-3 hours)			
LME 410G- Storytelling	3	CNS 580- Family Life Studies	3
LME 411G- Creative Media Experiences for Children			
LME 535- Survey of Educational Technology Practices			
LME 537-Principles of Educational Technology Applications			
LME 518- Advanced Children's Literature			
CNS 580- Family Life Studies			
PH 465G- Health and Safety in the Elementary School	3	PH 465G- Health and Safety in the Elementary School	3
PH 467G- Drug Abuse Education	3	PH 467G- Drug Abuse Education	3
PH 468G- Sexuality Education	3	PH 468G- Sexuality Education	3
PH 481G- Environmental Health	3	PH 481G- Environmental Health	3
PH 51G- Violence Prevention	3	PH 51G- Violence Prevention	3
AMS 465G- Industrial Technology for Elementary Teachers	3	AMS 465G- Industrial Technology for Elementary Teachers	3
JOUR 481G- Problems in Mass Communication	3	JOUR 481G- Problems in Mass Communication	3
MATH 507- Mathematics for Elementary Teachers	3	MATH 507- Mathematics for Elementary Teachers	3
BIOL 507- Biology for Elementary Teachers	3	BIOL 507- Biology for Elementary Teachers	3
Deficiencies- 3 hours		GEOG 507 Geography for Teachers	3
EXED 516- The Exceptional Child	3		

4. **Rationale for the proposed program change:** The additions are new approved graduate courses and endorsements developed to make the programs in the Department of Curriculum and Instruction more current and relevant for teachers.

5. Proposed term for implementation and special provisions (Fall 2009):

6. Dates of prior committee approvals:

Department of Curriculum and Instruction November 21, 2008

CEBS Curriculum Committee _____

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Tabitha Daniel, Tabitha.daniel@wku.edu, 5-2615

1. Identification of program:

- 1.1 Current program reference number: 139
- 1.2 Current program title: Master of Arts in Middle Grades Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

Add EDU 522 Foundations of Differentiated Instruction, 524 Educational Assessment, Endorsements: English as a Second Language, Gifted and Talented, Environmental Education, and Educational Technology

3. Detailed program description:

Current Program	Revised Program
Professional Development Component	Professional Development Component
EDU 501- Seminar: 1 Designing a Professional Development Plan	EDU 501- Seminar: 1 Designing a Professional Development Plan
EDU 596- Portfolio 2 Development & Professional Education Growth Plan	EDU 596- Portfolio 2 Development & Professional Education Growth Plan
Educational Psychology Component (3 hours)	Educational Psychology Component (3 hours)
PSY 510- Advanced 3 Educational Psychology	PSY 510- Advanced 3 Educational Psychology
PSY 511- Psychology of Learning 3	PSY 511- Psychology of Learning 3
PSY 519- Psychological Perspectives on Classroom Behavior 3	PSY 519- Psychological Perspectives on Classroom Behavior 3
Strategies Component (3 hours)	Strategies Component (3 hours)
EDU 544- Classroom Teaching Strategies 3	EDU 544- Classroom Teaching Strategies 3
GTE 537- Curriculum, Strategies & Materials for Gifted Students 3	GTE 537- Curriculum, Strategies & Materials for Gifted Students 3
ENVE 580- Instructional Strategies Environmental Education 3	ENVE 580- Instructional Strategies Environmental Education 3
LTCY 524- Content Area 3	LTCY 524- Content Area 3

Literacy LTCY 444G- Reading Secondary Grades	3	Literacy LTCY 444G- Reading Secondary Grades	3
		EDU522- Foundations of Differentiated Instruction	3
		EDU 524- Educational Assessment	3
Curriculum Component (3 hours)			
SEC 580- The Curriculum	3	SEC 580- The Curriculum	3
MGE 571- Middle School Curriculum	3	MGE 571- Middle School Curriculum	3
Restricted Elective Component (3 hours)		Restricted Elective Component (3 hours)	
EXED 516- The Exceptional Child	3	EXED 516- The Exceptional Child	3
Research/Assessment Component (3 hours)		Research/Assessment Component (3 hours)	
EDFN 500- Research Methods	3	EDFN 500- Research Methods	3
Content Specific Research Course	3	Content Specific Research Course	3
Specialization Component (12 hours) – From discipline which candidate is certified	12	Specialization Component (12 hours) – From discipline which candidate is certified	12
		OR	
		Endorsements: English as a Second Language, Gifted and Talented, Environmental Education, and Educational Technology	

4. **Rationale for the proposed program change:** The additions are new approved graduate courses and endorsements developed to make the programs in the Department of Curriculum and Instruction more current and relevant for teachers.

5. Proposed term for implementation and special provisions (Fall 2009):

6. Dates of prior committee approvals:

Department of Curriculum and Instruction November 13, 2008

CEBS Curriculum Committee _____

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Tabitha Daniel, Tabitha.daniel@wku.edu, 5-2615

1. Identification of program:

- 1.1 Current program reference number: 103
- 1.2 Current program title: Master of Arts in Secondary Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

Add EDU 522 Foundations of Differentiated Instruction, 524 Educational Assessment, Endorsements: English as a Second Language, Gifted and Talented, Environmental Education, and Educational Technology

3. Detailed program description:

Current Program	Revised Program
Professional Development Component	Professional Development Component
EDU 501- Seminar: 1 Designing a Professional Development Plan	EDU 501- Seminar: 2 Designing a Professional Development Plan
EDU 596- Portfolio 2 Development & Professional Education Growth Plan	EDU 596- Portfolio 1 Development & Professional Education Growth Plan
Educational Psychology Component (3 hours)	Educational Psychology Component (3 hours)
PSY 510- Advanced 3 Educational Psychology	PSY 510- Advanced 3 Educational Psychology
PSY 511- Psychology of Learning 3	PSY 511- Psychology of Learning 3
PSY 519- Psychological Perspectives on Classroom Behavior 3	PSY 519- Psychological Perspectives on Classroom Behavior 3
Strategies Component (3 hours)	Strategies Component (3 hours)
EDU 544- Classroom Teaching Strategies 3	EDU 544- Classroom Teaching Strategies 3
GTE 537- Curriculum, Strategies & Materials for Gifted Students 3	GTE 537- Curriculum, Strategies & Materials for Gifted Students 3
ENVE 580- Instructional Strategies Environmental Education 3	ENVE 580- Instructional Strategies Environmental Education 3
LTCY 524- Content Area 3	LTCY 524- Content Area 3

Literacy LTCY 444G- Reading Secondary Grades	3	Literacy LTCY 444G- Reading Secondary Grades	3
		EDU522 Foundations of Differentiated Instruction	3
		EDU 524 Educational Assessment	3
Curriculum Component (3 hours)			
SEC 580- The Curriculum	3	SEC 580- The Curriculum	3
MGE 571- Middle School Curriculum	3	MGE 571- Middle School Curriculum	3
Restricted Elective Component (3 hours)		Restricted Elective Component (3 hours)	
EXED 516- The Exceptional Child	3	EXED 516- The Exceptional Child	3
Research/Assessment Component (3 hours)		Research/Assessment Component (3 hours)	
EDFN 500- Research Methods	3	EDFN 500- Research Methods	3
Content Specific Research Course	3	Content Specific Research Course	3
Specialization Component (12 hours) – From discipline which candidate is certified	12	Specialization Component (12 hours) – From discipline which candidate is certified	12
		OR	
		Endorsements: English as a Second Language, Gifted and Talented, Environmental Education, and Educational Technology	

4. **Rationale for the proposed program change:** The additions are new approved graduate courses and endorsements developed to make the programs in the Department of Curriculum and Instruction more current and relevant for teachers.

5. Proposed term for implementation and special provisions (Fall 2009):

6. Dates of prior committee approvals:

Department of Curriculum and Instruction November 13, 2008

CEBS Curriculum Committee _____

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form