

CEBS CURRICULUM COMMITTEE
2:00 pm – August 5, 2014
GRH 3073

- I. Approval of Minutes of the May 6, 2014 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Suspend Course – EDU 597, Organization and Supervision of Student Teachers
2. Suspend Course – SEC 599, Thesis Research/Writing
3. Revise Course Prerequisites/Corequisites – SMED 320, Classroom Interactions
4. Revise Course Prerequisites/Corequisites – SMED 340, Perspectives on Science and Mathematics
5. Revise Course Prerequisites/Corequisites – SMED 360, Research Methods for Science and Math Teachers
6. Revise Program - #132, Endorsement: Director of Special Education
7. Revise Program - #0426, Endorsement: Non-Degree Planned Sixth-Year/Rank I: Director of Special Education
8. Create New Certification Only Program – LBD Certification

Educational Administration, Leadership and Research

1. Make Multiple Revisions – EDLD 795, Advanced Topics in Educational Leadership
2. Create New Course – EDLD 794, Educational Leadership Seminar

III. **Other Business**

- Elect five members to serve on the Alternate Admission Sub-committee for 2014/15.
- CEBS Academic Complaint Committee –discussion of possible policy change

Proposal Date: 4/11/2014

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDU 597
- 1.2 Course title: Organization and Supervision of Student Teachers

2. Rationale for the course suspension:

The department has no plans to offer this course in the near future. It has not been taught for five years.

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2015

5. Dates of prior committee approvals:

Department/ Unit	5/14/14
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 4/11/2014

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 599
- 1.2 Course title: Thesis Research/Writing

2. Rationale for the course suspension:

The department has no plans to offer this course in the near future. It has not been taught for five years.

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2015

5. Dates of prior committee approvals:

Department/ Unit	5/14/14
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 4/24/14

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

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SMED 320
 - 1.2 Course title: Classroom Interactions
- 2. Current prerequisites/corequisites/special requirements: Successful completion of SMED 210 (Deleted course)**
- 3. Proposed prerequisites/corequisites/special requirements: Successful completion of SMED 310**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: SMED 210 was replaced by SMED 310. SMED 310 will serve as a prerequisite course for SMED 320, SMED 340 and SMED 360.**
- 5. Effect on completion of major/minor sequence: None**
- 6. Proposed term for implementation: Fall 2014**
- 7. Dates of prior committee approvals:**

School of Teacher Education	<u>05/14/2014</u>
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 4/24/2014

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

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SMED 340
 - 1.2 Course title: Perspectives on Science and Mathematics
- 2. Current prerequisites/corequisites/special requirements: Successful completion of SMED 210 (Deleted course)**
- 3. Proposed prerequisites/corequisites/special requirements: Successful completion of SMED 310**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: SMED 210 was replaced by SMED 310. SMED 310 will serve as a prerequisite course for SMED 320, SMED 340 and SMED 360.**
- 5. Effect on completion of major/minor sequence: None**
- 6. Proposed term for implementation: Fall 2014**
- 7. Dates of prior committee approvals:**

School of Teacher Education

05/14/2014

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date:4/24/2014

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

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SMED 360
 - 1.2 Course title: Research Methods for Science and Math Teachers
- 2. Current prerequisites/corequisites/special requirements: Successful completion of SMED 210 (Deleted course)**
- 3. Proposed prerequisites/corequisites/special requirements: Successful completion of SMED 310**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: SMED 210 was replaced by SMED 310. SMED 310 will serve as a prerequisite course for SMED 320, SMED 340 and SMED 360.**
- 5. Effect on completion of major/minor sequence: None**
- 6. Proposed term for implementation: Fall 2014**
- 7. Dates of prior committee approvals:**

School of Teacher Education

05/14/2014

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise 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: 27

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/ste	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/ste
<p>ADMISSION REQUIREMENTS:</p> <ul style="list-style-type: none"> 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 	<p>ADMISSION REQUIREMENTS:</p> <ul style="list-style-type: none"> 1. Submit an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist. 2. Submit documents of earned master’s degree from an accredited institution. 3. Submit a current vita/resume and letter of application indicating goals,

<p>Admission Committee.</p> <p>4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school-psychologist.</p> <p>5. Has a 3.2 GPA or above on all graduate work.</p>	<p>and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist.</p> <p>4. Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school-psychologist.</p> <p>5. Submit documentation of a 3.2 GPA or above on all graduate course work.</p>
<p>PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> EDFN 500 Research Methods</p> <p>Three Hours from the following: SPED 330 Introduction to Exceptional Education SPED 516 The Exceptional Child</p> <p>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</p> <p>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</p> <p>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</p>	<p>PROGRAM REQUIREMENTS LEVEL I Director of Special Education Endorsement <u>Prerequisite Courses</u> Graduate level Research Methods course completed within the past 10 years.</p> <p>Introductory Special Education Course completed within the past ten years</p> <p>Completion of 6 hours of Graduate Level Curriculum Course from the following: SEC 580 The Curriculum (3 hrs.) ELED 503 Organization of the Elementary School Curriculum (3 hrs.) MGE 571 The Middle School Curriculum (3hrs.) EDAD 683 Seminar in Curriculum Development (3 hrs.) OR Advisor approved Curriculum Course (3 hrs.)</p> <p><i>Required Courses: 15 hours</i></p>

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.

**6. Proposed term for implementation and special provisions (if applicable):
Spring 2015**

6. Dates of prior committee approvals:

School of Teacher Education	<u>May 14, 2014</u>
CEBS College Curriculum Committee	<u></u>
Professional Education Council (if applicable)	<u></u>
Graduate Council	<u>N/A Certification Only Program</u>
University Senate	<u>N/A Certification Only Program</u>

**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: #0426
- 1.2 Current program title: Endorsement: Non-Degree Planned Sixth-Year/Rank I: Director of Special Education
- 1.3 Credit hours: 30

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.
- Revision of program prerequisites to allow more flexibility for the diverse backgrounds of applicants of this program.
- Reorganization of non-core requirement listings to allow clarification and additional flexibility.
- Addition of graduate level community/culture/diversity course.
- Addition of graduate level Behavior focused course

3. Detailed program description:

<p>CURRENT PROGRAM Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426</p>	<p>PROPOSED PROGRAM Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426</p>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/stc</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/stc</p>
<p>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.</p>	<p>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.</p>

<ol style="list-style-type: none"> 2. Has a master's degree from an accredited institution. 3. Has been recommended for admission by the Special Education Graduate Admission Committee. 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. 	<ol style="list-style-type: none"> 2. Has a master's degree from an accredited institution. 3. Has submitted a current vita/resume and letter of application indicating goals, and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist. 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 course work.
<p>PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> EDFN 500 Research Methods</p> <p>Three Hours from the following: SPED 330 Introduction to Exceptional Education SPED 516 The Exceptional Child</p> <p>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</p> <p>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</p> <p>Three Hours from the following: SPED 533 Seminar: Curriculum for Learning and Behavior Disorders SPED 535 Seminar: Curriculum for Moderate and Severe Disabilities</p>	<p>PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> Graduate level Research Methods course completed within the past 10 years.</p> <p>Introductory Special Education Course completed within the past ten years</p> <p>Completion of 6 hours of Graduate Level Curriculum Course from the following: SEC 580 The Curriculum (3 hrs.) ELED 503 Organization of the Elementary School Curriculum (3 hrs.) MGE 571 The Middle School Curriculum (3hrs.) EDAD 683 Seminar in Curriculum Development (3 hrs.) OR Advisor approved Curriculum Course (3 hrs.)</p>

~~OR an advisor selected substitute~~

Required Courses:

EDAD 585 Fundamentals of School Administration
EDAD 677 School Law
EDAD/SPED 620 Seminar in the Administration of Special Education
EDAD/SPED 625 Practicum in the Administration of Special Education
EDAD/SPED 630 Special Education Law and Finance

NOTE: Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.

Required Courses: 15 hours

EDAD 585 Fundamentals of School Administration (3 hrs.)
EDAD 677 School Law (3 hrs.)
SPED/EDAD 620 Seminar in the Administration of Special Education (3 hrs.)
SPED/EDAD 625 Practicum in Administration of Special (3 hrs.)
SPED/EDAD 630 Special Education Law and Finance (3 hrs.)

*NOTE: Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification. **Students must be admitted to the program and have a program of studies on file with teacher certification to be eligible for a recommendation of certification.***

3 HOURS OF GRADUATE LEVEL SPED CURRICULUM COURSE – students may not use course used as pre-requisite:

SPED 533 – Curriculum for Learning and Behavior (3 hrs.)

SPED 535 Curriculum for Moderate and Severe Disabilities (3 hrs.)

SPED 615 Instructional Strategies and Design for Students with ASD (3 hrs.)

OR OTHER SPED CURRICULUM COURSE APPROVED BY ADVISOR (3 hrs.)

3 HOURS OF GRADUATE LEVEL GENERAL EDUCATION CURRICULUM COURSE AT ELEMENTARY LEVEL - students may not use course used as pre-requisite:

ELED 503 Organization of the Elementary

<p>Level II – Certification Program Course Work – 6 Hours</p> <p>Required Courses</p> <p>EDAD 598 Field Based Experience in Education Administration & Supervision (Special Education)</p> <p>EDAD 686 Principles of Supervision</p>	<p>School (3 hrs) <i>OR OTHER GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT ELEMENTARY LEVEL APPROVED BY ADVISOR</i></p> <p>3 HOURS GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT SECONDARY LEVEL - students may not use course used as pre-requisite:</p> <p>SEC 580 The Curriculum (3 hrs) MGE 571 The Middle School Curriculum (3 hrs) <i>OR OTHER GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT SECONDARY LEVEL APPROVED BY ADVISOR</i></p> <p>3 HOURS COMMUNITY/CULTURE/DIVERSITY COURSE - students may not use course used as pre-requisite:</p> <p>EDAD 682 – School Community Relations (3 hrs) SPED 532 Families, Professionals, and Exceptionalities (3 hrs) <i>OR OTHER GRADUATE COMMUNITY/CULTURE/DIVERSITY COURSE APPROVED BY ADVISOR</i></p> <p>3 HOURS OF GRADUATE LEVEL BEHAVIOR/APPLIED BEHAVIOR ANALYSIS COURSE - students may not use course used as pre-requisite:</p> <p>SPED 518 Seminar: Contemporary Issues (3hrs) SPED 618 Social Skills Instruction and Behavioral Programming for Students with ASD (3 hrs) PSY 519 Psychological Perspectives on Classroom Behavior (3hrs) PSY 540 Behavior Problems of Childhood and Adolescence (3 hrs) <i>OR OTHER BEHAVIOR FOCUSED COURSE APPROVED BY ADVISOR</i></p>
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	<p>TOTAL HOURS = 30</p> <p>LEVEL II REQUIRES ALL LEVEL I COURSE WORK IN ADDITION TO 6 HOURS BELOW: <i>Required Courses – 6 HOURS</i> EDAD 598 Field Based Experience in Education Administration & Supervision (Special Education) (3 hrs) EDAD 686 Principles of Supervision (3 hrs)</p>

4. Rationale for the proposed program change:

- 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.
- 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.
- Special Education Directors must possess skills to work with community partners and families from diverse backgrounds and the current program does not include a course to address this need.
- Special Education Directors must consult with School Psychologists, Teachers, and Administrators and must possess skills in applied behavior analysis and behavior management strategies and the current program does not include a course to address this need.

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

6. Dates of prior committee approvals:

School of Teacher Education	<u>May 14, 2014</u>
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
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 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 masters 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 graduate 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 Masters 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.

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: Learning and Behavior 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 (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 Masters of Education (MAE) Special Education: Learning and Behavior (LBD) program (#0457), The Master of Arts (MAT) Learning and Behavior (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 inquires 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, 2015

7. Dates of prior committee approvals:

School of Teacher Education	5/14/2014
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

APPENDIX

Advanced Preparation Standards with Elaborations
NCATE approved November 2012

CEC Special Education Specialist Advanced Preparation Standards

Among the sine qua non characteristics of mature professions are the identification of the specialized knowledge and skill and the assurance to the public that practicing professionals possess the specialized knowledge and skill to practice safely and effectively (Neville, Herman, & Cohen, 2005).

Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice.

Reflective of the personalized needs of individuals with exceptionalities, agencies prepare and credential special educators in a variety of specialty areas. To address these important specialty preparation areas, CEC has developed the seven CEC Preparation

Standards on a three-step foundation. CEC uses a rigorous consensual validation process to identify sets of knowledge and skills for entry-level and advanced special educators in the variety of specialty areas. These specialty sets capture the professional knowledge base, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise for each proposed knowledge and skill. As a part of the validation process, CEC uses a rigorous consensual validation process (CEC Validation Study Resource Manual, 2010).

CEC synthesizes the specialty sets into 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.

Headings and Foci for the CEC Advanced Preparation Standards Learner and Learning

1 Assessment

Content Knowledge and Professional Foundations

2 Curricular Content Knowledge

Instructional Pedagogy

3 Program, Services, and Outcomes

4 Research and Inquiry

Professionalism and Collaboration

5 Leadership and Policy

6 Professional and Ethical Practice

7 Collaboration

While the CEC Preparation Standards cross special education specialty areas, CEC uses the specialty sets to inform and differentiate the content, contexts, and issues among and between the respective specialty areas (e.g., early childhood, mild/moderate, developmental disabilities, and learning disabilities). Preparation program faculties align their program assessments to the seven preparation standards with the key elements and program reviewers review for alignment between the program assessments and the seven preparation standards with the key elements.

CEC Advanced Preparation Standard 1 Assessment

1.0 Special education specialists use valid and reliable assessment practices to minimize bias.

Key Elements

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Supporting Explanation

The raison d'être for special education lies in the specialized professional knowledge and skills to individualize² or personalize learning in both specialized and general curricula for individuals with exceptionalities.

Since its earliest days, special education has been based on the understanding of individuals and the contexts in which they live and learn in order to plan for the education of individuals with exceptionalities. This begins with the understanding of and respect for similarities and differences in human growth and development, and it extends to designing and implementing assessments to evaluate the effectiveness of practices and programs. To assure relevant and valid assessment information, nonbiased procedures are critical in the selection of assessment instruments, methods, and procedures for both individuals and programs. Frequently, special education specialists are a resource to school teams in selecting accommodations in assessments to minimize bias and ensure validity.

Special education specialists bring experience and engage in reflection to inform their understanding of human diversity and its influence on families, cultures, and schools, and their interaction with the delivery of education services. They use this experience to personalize instruction for individuals with exceptionalities. The identification and use of strategic accommodations and modifications depend on the understanding of specific individuals and their

contexts.

With respect to assessment of individuals with exceptionalities, special education specialists apply their knowledge and skill to all stages and purposes of assessment in decision-making including: pre-referral and screening, pre-placement for special education eligibility, and monitoring and reporting learning progress in the general education curriculum and in other individualized educational program goals.

CEC Advanced Preparation Standard 2

Curricular Content Knowledge 2.0

Special education specialists use their knowledge of general³ and specialized⁴ curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Supporting Explanation

Special education specialists have a comprehensive knowledge of special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have influenced and continue to influence special education and the education of and services for individuals with exceptionalities both in school and in society. Special education specialists use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptionalities to support all individuals with exceptionalities to access challenging curriculum standards.

Special education specialists work within the limits of their professional skill, and facilitate access to the general education curricula and special supplementary curricula, e.g. academic, strategic, social, emotional, transition, independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, assistive technologies, curriculum standards, and effective teaching strategies to support learning.

CEC Advanced Preparation Standard 3

Programs, Services, and Outcomes 3.0

Special education specialists facilitate the continuous improvement of general and

special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Supporting Explanation

Special education specialists apply their knowledge of cognitive and behavioral science, learning theory, evidence-based practice, and instructional technologies to improve programs, services, and supports for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, and assistive technologies, curriculum standards, and effective teaching strategies to support access to learning.

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of a continuum of programs and services to ensure the appropriate instructional supports for individuals with exceptionalities and their families

Special education specialists have a sufficient facility with the breadth and scope of instructional augmentative, assistive technologies so that they select alternatives that will improve programs, supports, and services for individuals with exceptionalities and their families, and facilitate others' selection and use.

CEC Advanced Preparation Standard 4

Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Supporting Explanation

Research and inquiry inform the professional practice of special education specialists. As professionals, special education specialists view science as the principal source for information on effective practice.

Special education specialists know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education, and they use research to improve instructional techniques, intervention strategies, and curricula.

Special education specialists evaluate the appropriateness of research methodologies in relation to the validation of practices, and use the literature to inform professional practice.

Special education specialists foster a collegial environment supportive of continuous instructional improvement, and engage in the design and implementation of research with professional colleagues.

In addition, special education specialists design and implement research and evaluation activities to evaluate progress toward the organizational vision, mission, and goal, and the effectiveness of programs, services, and supports for individuals with exceptionalities.

CEC Advanced Preparation Standard 5

Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Key Elements

5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2 Special education specialists support and use linguistically and culturally responsive practices.

5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Supporting Explanation

Special education specialists model respect for all individuals and encourage challenging expectations for individuals with exceptionalities. Special education specialists use their knowledge of the needs of different groups in a pluralistic society to support and use linguistically and culturally responsive practices.

Special education specialists hold high professional self-expectations and help others more completely understand the needs of individuals with exceptionalities.

Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families,

They support quality education for individuals with exceptionalities, and advocate for policy based on solid scientific evidence. In addition, they advocate for appropriate resources to ensure that all personnel involved have effective preparation.

Special education specialists use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptionalities.

They mentor others and promote high expectations for themselves, and other professionals.

CEC Advanced Preparation Standard 6

Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements

- 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
- 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
- 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- 6.7 Special education specialists actively promote the advancement of the profession.

Supporting Explanation

A deep understanding of the history of special education, legal policies, ethical standards, and emerging issues informs the leadership of special education specialists. They use this broad foundation to construct their own professional understanding of special education professional practice and to facilitate others' understanding the education of and services for individuals with exceptionalities and their families in both school and society.

Special education specialists understand how and why special education organizes its programs

and services in relation to school systems and other agencies. They model and facilitate high professional expectations and ethical practice to create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

They design and deliver ongoing professional development designed to improve practice at all relevant organizational levels. Special education specialists plan, present, and evaluate professional development based on models that apply the principles of adult learning theory and focus on the use of effective practice at all organizational levels.

Special education specialists view themselves as lifelong learners, and model their commitment to improving their own professional practice by participating in professional development continuously. Special education specialists actively plan and engage in activities that foster their own as well as their colleagues' professional growth with evidence-based practices. In addition, they develop and use personalized professional development plans and facilitate the development and use of personalized professional development plans of colleagues. Special education specialists recognize their responsibility to promote the advancement of the profession including facilitating and participating in the preparation and induction of prospective special educators.

CEC Advanced Preparation Standard 7

Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Supporting Explanation

Special education specialists have a deep understanding of the significance of collaboration for education colleagues, families, related service providers, and others from the community and use collaboration to promote understanding, resolve conflicts, and build consensus.

Based on the theory and research on elements and models of effective collaboration, special education specialists use their skills to improve programs, services, and outcomes for individuals with exceptionalities. They possess current knowledge of the related ethical and legal issues, and use culturally responsive practices to enhance collaboration.

Glossary

Individuals with Exceptionalities Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected whose needs differ

sufficiently so as to require personalized special education services in addition to or in tandem with regular educational services available through general education programs and other human service delivery systems.

Special Education Service Special education services are personalized services that appropriately credentialed special educators provide directly or indirectly to individuals with exceptionalities.

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDLD 795
- 1.2 Course title: Advanced Topics in Educational Leadership

2. Revise course title:

- 2.1 Current course title: Advanced Topics in Educational Leadership
- 2.2 Proposed course title: Independent Study in Educational Leadership
- 2.3 Proposed abbreviated title: Ind Study Ed Leadership
- 2.4 Rationale for revision of course title: New title more clearly aligns with the type of course (I – Independent Study) designated and course description provided in original “Proposal to Create a New Course.”

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Readings or special projects in educational leadership. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.
- 5.2 Proposed course catalog listing: Individualized independent study in educational leadership. Prior to course registration, students must receive program advisor and EdD Educational Leadership program director approval. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.
- 5.3 Rationale for revision of course catalog listing: The new listing more clearly emphasizes the individualized nature of the learning experience. It also clarifies the necessary parameters for students who want to participate in this experience.

6. Revise course credit hours: N/A

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Revise grade type:

7.1 Current grade type: Standard Letter

7.2 Proposed grade type: Pass/Fail; IP

7.3 Rationale for revision of grade type: This revision reflects the individualized nature as well as the variable length of the independent study experience.

8. Proposed term for implementation: Spring 2015

9. Dates of prior committee approvals:

EDD Leadership Council

4/24/2014

Educational Administration, Leadership, & Research

04/15/2014

CEBS College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**College of Education and Behavioral Sciences
Educational Leadership Doctoral Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 794
- 1.2 Course title: Educational Leadership Seminar
- 1.3 Abbreviated course title: Educational Leadership Seminar
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 hours; may be repeated Variable credit (No)
- 1.5 Grade type: Pass/Fail; IP
- 1.6 Prerequisites: Admission to EdD program or permission of Director of Educational Leadership Doctoral Program
- 1.7 Course description: Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.

2. Rationale:

- 2.1 Reason for developing the proposed course: This seminar course allows the Educational Leadership Doctoral Program the flexibility to offer students opportunities to learn about variable specialized topics and current trends in educational leadership. Also, consistent with the interdisciplinary nature of the EdD program as proposed to the Kentucky Council on Postsecondary Education, the course provides opportunities for interested WKU faculty across the campus to share an area of expertise with EdD students that may be of variable interest.
- 2.2 Projected enrollment in the proposed course: 10-15 students based on current enrollments in other EDD courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: The course represents a separation of two program aspects, independent study and special topics, that was previously captured under EDLD 795 – Advanced Topics in Educational Leadership. EDLD 795 is under review to be modified to “Independent Study in Educational Leadership.
- 2.4 Relationship of the proposed course to courses offered in other departments: Although many WKU departments have similar type courses, no other doctoral level educational leadership related seminar courses exist.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Various Education-related doctoral programs, such as ECU and NKU, have similar seminar courses.

3. Discussion of proposed course:

- 3.1 Schedule type: Seminar

- 3.2 Learning Outcomes: The specific objectives will vary, depending on the seminar proposed by the faculty. However, the overall objective of the course is to provide students practical and in-depth exposure to specialized topics and current trends that will inform their capacity as future leaders.
- 3.3 Content outline: As this is a seminar course based on various topics proposed by faculty, the content will vary.
- 3.4 Student expectations and requirements: As this is a seminar course, student expectations will vary. However, prior to course posting, the faculty will work with the EDD program director to establish course parameters, required readings and assignments, as well as criteria for evaluation that are consistent with other doctoral level course offerings
- 3.5 Tentative texts and course materials: As this is a seminar course based on various topics proposed by faculty, texts and course materials will vary

4. Resources:

- 4.1 Library resources: No additional resources needed
- 4.2 Computer resources: No additional resources needed

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staffing resources needed. Will only be offered as current faculty offer to teach the course to fulfill their course load or during winter or summer terms.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

EDD Leadership Council	4/24/2014
Educational Administration, Leadership, & Research	4/15/2014
CEBS College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____