

CEBS CURRICULUM COMMITTEE
3:00 pm – September 2, 2008
Dean's Conference Room

I. Approval of Minutes of the August 5, 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 Dean's Office

1. Proposal to Create a Certification Policy—Policy on Expiration of Courses and Programs Leading to Professional Education Certification

From the Department of Special Instructional Programs

1. Proposal to Create a New Course – EXED 515, Education of Exceptional Children

III. Other Business

1. Elect a Vice Chair for 2008/2009
2. Reports from the Alternate Admissions Subcommittee
3. Exception to Alternate Admission Process
4. Finalize organization of the Alternate Admission Subcommittee

**College of Education and Behavioral Sciences
Proposal to Create a Certification Policy
(Action Item)**

Contact Person: Retta E. Poe, retta.poe@wku.edu, 745-4662

1. **Identification of proposed policy:** Policy on Expiration of Courses and Programs Leading to Professional Education Certification

2. **Statement of proposed policy:**
For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:
Approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

3. **Rationale for proposed policy:** Although the undergraduate and graduate catalogs include policy statements regarding expiration dates for undergraduate and graduate degree programs, no formal policy exists regarding expiration of courses and (non-degree) programs leading to professional education certification. Such a policy is needed to provide guidance both to advisors and to students who wish to complete programs after a long interruption. The goal of the policy is to help assure that students recommended for certification in professional education have knowledge and skills that meet current standards.
4. **Impact of proposed policy on existing academic or non-academic policies:** The proposed policy is consistent with undergraduate and graduate policies regarding completion of degree programs.

5. **Proposed date of implementation:** The policy will be implemented immediately. Informally the policy has provided guidance for certification recommendations for at least the past 10 years; approval of the policy will assure more consistency in its application.

6. **Dates of approval:**

CEBS Curriculum Committee _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

Graduate Council _____

University Senate _____

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EXED 515
- 1.2 Course title: Education of Exceptional Children
- 1.3 Abbreviated course title: Educ. Excep. Chil.
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/co requisites: Admission to EXED Graduate MAE for initial certification.
- 1.7 Course catalog listing:
Introductory course for initial certification in Exceptional Education. Induction issues in special education are examined.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Program assessment of the Alternate Routes to Certification MAE in EXED has revealed that students pursuing Exceptional Education as a second career are unprepared for induction into education including teaching dispositions; professional standards; codes of ethics; educational policy; hierarchy in education; educational terminology; public school law; education reform; and basic teaching skills such as designing and implementing effective lessons. This course is proposed as an intensive introductory course for those with no prior educational experience who are pursuing initial certification in Exceptional Education.
- 2.2 Projected enrollment in the proposed course: 50 students per year. This estimate is based on the present enrollment of students seeking initial certification in Exceptional Education.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Although students pursuing an Alternate Route to Certification in Exceptional Education are required to complete EXED 516, Introduction to Exceptional Education, that course focuses on introducing the students to issues related specifically to special education such as characteristics of disabilities and service delivery models in special education. The proposed course, EXED 515, would be a co- or pre-requisite for EXED 516 for those who are entering the profession for initial certification and will offer those with no prior educational experience an introduction into the education profession as a whole and the role special education plays in the larger framework of education.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The proposed course is most similar to two courses offered for the Alternate Route to

Certification program in the Department of Curriculum and Instruction: EDU 520, Planning for Instruction and EDU 521 Implementing Instructional Planning. Both of those courses are offered in the first summer of the department's sequence to Alternate Certification for Middle Grades and Secondary Education. Differences in the two Curriculum and Instruction courses and the proposed course are that the C&I courses are designed for those with a degree and previous content knowledge in their chosen areas of certification and they include content pertaining to classroom management and instructional methods that are specific to their content areas. Alternate Route to Certification students in Exceptional Education receive intensive instruction on behavior management and classroom management in future course work in the major. While EDU 520 includes content similar to that in the proposed course, such as instructional planning and knowledge of teaching standards, the proposed course will deliver this information within the frameworks of special education.

- 2.5 Relationship of the proposed course to courses offered in benchmark institutions and other KY institutions offering Alternative Routes to Certification in LBD:
Of the 19 Benchmark Institutions, only two offer Alternative Routes to Certification in Special Education. In reviewing the course offerings in Graduate Special Education programs at all 19 benchmark institutions, no similar courses to the proposed course were found including at the two universities offering Alternate Routes to Certification: Missouri State University and Stephen F. Austin State University. However, through conversations with colleagues at other institutions offering Alternative Certification programs, it is apparent that a course such as proposed is needed and will likely be offered at other universities in the future.
Of the Kentucky universities offering Alternative Certification in LBD only two universities list courses that may be slightly similar to the proposed course: Campbellsville University offers SED 502 which is described as a course designed to, "...familiarize the candidate with the broad field of education with emphasis on the historical, philosophical, and social foundations of education through research activities." The described course does not include these topics within the context of special education as does the proposed course. Georgetown College offers a History of Education course for their Alternative Route candidates in the Middle and Secondary track of students similar to WKU's Curriculum and Instruction courses mentioned above but does not have a similar type of introductory course for their Special Education LBD Alternate Route candidates. The remaining Kentucky universities mentioned offer introductory Exceptional Education courses for their Alternate Route to Certification students that are similar in content to WKU's EXED 516.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course students will be able to:

- Demonstrate an understanding of the types of professional education certifications available and professional organizations related to teaching and special education in particular.
- Demonstrate knowledge of Kentucky Teacher Standards and Codes of Ethics for special educators.

- Demonstrate an understanding of how special education professionals work within the larger body of educational professionals.
- Demonstrate an awareness of research based instructional strategies.
- Demonstrate an awareness of pertinent education laws and their effects on practice.
- Demonstrate use of effective lesson planning strategies.
- Demonstrate knowledge of Individual Education Plans and their effective use in special education.

3.2 Content outline:

- Professional Organizations and Standards for Special Educators
 - Council for Exceptional Children Standards
 - National Education Association Standards
 - Kentucky Code of Ethics for Education Professionals
 - Kentucky Teacher Standards
- Models of Special Education Service Delivery
 - Inclusive Models of Delivery
 - Least Restrictive Environments
 - Access to the General Curriculum
 - Continuum of Services according to Individuals with Disabilities Education Improvement Act of 2004
- Research to practice issues
 - Defining Scientifically Based Instructional Practices
 - Recognizing Best Teaching Practices and their effects on student learning
 - Reading education research with a critical eye
- American Psychological Association's Guidelines for scholarly writing
- Laws affecting the practice of education
 - IDEIA, 2004
 - American with Disabilities Act
 - FERPA
 - Rehabilitation Act of 1975
- Effective lesson planning
 - Components of Effective Planning
 - Explicit Teaching Methods
- Effective Individual Education Plans
 - Legal IEPs
 - Using Best Practices for Writing IEPS

3.3 Student expectations and requirements:

Assignments and requirements may include but are not limited to:

- Discussions (either on Blackboard or in class)
- Use of Online Course Software (Blackboard)
- Selected Course Readings
- Research projects on evidence based methods for teaching
- Lesson Plans
- Individual Education Plans
- Exams in open-response/application format

3.4 Tentative texts and course materials:

Bibliography for New Course Proposal: EXED 515: Education of Exceptional Children

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Walker-Wied, J. K. (2005). *The Role of a School's Culture in the Induction and Socialization of Two Special Education Teachers in an Alternative Certification Program*. Thesis (Ph. D. In Urban Education)--University Of Wisconsin--Milwaukee, 2005.

Selected Professional Organization Websites (Publications available)

Association of Learning & Curriculum Development: <http://www.ascd.org>

Council for Exceptional Children: <http://www.cec.sped.org>

Education Professional Standards Board, Kentucky: Alternative Routes to Teacher Certification: <http://www.kyepsb.net/certification/certalttroutes.asp>

Learning Disabilities Association of America: <http://www.ldanatl.org/>

National Center for Education Information: Alternative Routes to Teacher Certification an Overview: <http://www.ncei.com/Alt-Teacher-Cert.htm>

National Center for Alternative Certification: <http://www.teach-now.org/>

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MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/14/08

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission to the MAE program in Exceptional Education and one application for alternate admission to the MAE program in School Counseling. Three members of the subcommittee participated in reviewing the applications. Subcommittee members returned their recommendations to me by 08/12/08.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college=s policy for alternate admission applications. The subcommittee recommended that J.B and E.C. be unconditionally admitted to the MAE program in Exceptional Education and that M.C. be unconditionally admitted to the MAE program in School Counseling.

I have returned the alternate admission applications to Graduate Studies with the recommendations listed above.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/26/08

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Counseling, one application for the MAE in Adult Education, and four applications for the MAE in Exceptional Education: LBD. All four members (or alternates) of the subcommittee participated in reviewing the applications, and they returned their recommendations to me by 8/22/08.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. Following are the recommendations regarding the six applicants:

- K. H. was recommended for unconditional admission to the program in Counseling.
- J. T. was recommended for unconditional admission to the program in Adult Education.
- D. B. and R. S. were recommended for admission to the program in Exceptional Education.
- Two other applications, from C. V. and S. K., were returned to the program faculty in Exceptional Education for reconsideration.

In addition, consistent with an exception to the College's Alternate Admission Policy that was approved by the CEBS Curriculum Committee on 11/07/06, I have approved an alternate admission application for the Planned Sixth-Year in School Administration from an applicant recommended through the Administrative Leadership Institute (ALI) process. The approved exception is as follows: "The Alternate Admission process (i.e., submission of an Alternate Admission portfolio and screening by the Alternate Admission Committee) will be waived in instances where an ALI cohort member who has been recommended by the program faculty has not achieved the necessary GAP score of GRE Analytical Writing score for graduate students in the Department of Educational Administration, Leadership, and Research." Based on this policy, I have recommended to Graduate Studies that T. W. be admitted to the Planned Sixth-Year program in School Administration.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/08/08

SUBJECT: Exception to Alternate Admission Process

Consistent with an exception to the College's Alternate Admission Policy that was approved by the CEBS Curriculum Committee on 11/07/06, I have approved two alternate admission applications for the MAE: Instructional Leader – School Principal from applicants recommended through the Administrative Leadership Institute (ALI) process. The approved exception is as follows: “The Alternate Admission process (i.e., submission of an Alternate Admission portfolio and screening by the Alternate Admission Committee) will be waived in instances where an ALI cohort member who has been recommended by the program faculty has not achieved the necessary GAP score of GRE Analytical Writing score for graduate students in the Department of Educational Administration, Leadership, and Research.”

Accordingly, I have recommended N. D. and D. G., ALI cohort members, for admission to the MAE: Instructional Leader – School Principal program and have forwarded those recommendations to Graduate Studies.