

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, May 12, 2010**  
**Tate Page Hall 238**

- I. Consideration of the Minutes from the April 14, 2010 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).
  
- II. New Business
  - A. Office of Teacher Services-CEBS**
    - Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit April 15, 2010 to May 12, 2010
  
    - Student Teacher Candidates List for Fall 2010 (qualified 5-12-10)
  
  - B. Potter College of Arts and Letters – Art Department**
    1. Revise a Program – 509, Bachelor of Arts, Visual Studies
  
  - C. College of Health and Human Services – Communications Disorders**
    1. Revise a Program – 114, Master of Science in Communications Disorders
  
  - D. College of Education & Behavioral Sciences - School of Teacher Education**
    1. Create a Temporary Course – ELED 571, Leadership, Math and Technology Education
    2. Create a New Course – TCHL 520, Foundations of Action Research for Teacher Leaders
    3. Create a New Course – IECE 423G, Interdisciplinary Services for Young Children with Low Incidence Disabilities
    4. Revise a Program – 144, Interdisciplinary Early Childhood Education (IECE)
    5. Make Multiple Revisions to a Course – TCHL 560, Action Research for Teachers
    6. Revise a Program – 065, Master of Arts in Education Elementary Education
    7. Revise a Program – 091, Non Degree Planned Fifth Year/Rank II in Elementary Education
    8. Revise a Program – 139, Master of Arts in Education: Middle Grades Education
    9. Revise a Program – 154, Non-degree Planned Fifth-Year/Rank II Middle Grades Education
    10. Revise a Program – 103, Master of Arts in Education: Secondary Education
    11. Revise a Program – 125, Non-degree Planned Fifth-Year/Rank II Secondary
    12. Revise a Program – 0424, MAE in Exceptional Education: Learning and Behavior Disorders (LBD) (advanced certification)
    13. Revise a Program – 0425, MAE in Exceptional Education: Moderate and Severe Disabilities (MSD) (advanced certification)
    14. Revise a Program – 0426, Planned Sixth-Year (Rank I) Director of Special Education
    15. Revise a Program – 132-Level 1 KDS 1-Level 2 KDS 2 – Certification in Director of Special Education
    16. Revise an Academic Policy – (Request to increase the waiver granted to majors in Middle Grades Education (#579) in the requirement that the major include at least one-half upper division hours.
    17. Revise a Program – The proposed policy addition will apply to all undergraduate programs leading to initial certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
  
- III. Other Business

**CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSIONS TO  
PROFESSIONAL EDUCATION UNIT**

**April 15, 2010 – May 12, 2010**

**Elementary P-5**

Carter, Heather  
Davis, Timothy  
Durham, Carrie  
Holland, Stephanie  
Johnson, Kristin  
Locher, Jansen  
Miller, Courtney  
Morehead, Sarah  
O'Hara, Jaclyn  
Riggs, Dennis  
Sanders, Heather  
Sexton, Lori  
Thurman, Ciji  
Williams, Diana  
Young, Lindsey

**Middle Grades**

Estes, Kristin	Math/English
Gadberry, Heather	Eng/SS
Green, Jaclyn	English/SS
Guy, Kathy	Social SS
Jolly, Kelley	English/SS
Jones, Michelle	Eng/SS
Kirby, Katie	Math/ SS
McGuire, Matthew	Math/SS
Millay, Andrea	Eng/SS
Sexton, Joseph	Science/SS
Shoemake, Tina	English/SS

**5-12**

Carver, Taylor	Business and Marketing
Fitch, Corie	Business and Marketing
Heady, Katie	FCS
Sweat, Tonissa	Business and Marketing

**P-12**

McPherson, Emily	PE
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## **Secondary**

Bartley, Joshua	Biology
Cleveland, Jessica	English
Cox, Teresa	Spanish
Elliot, Amber	Social Studies
Henderlong, Emily	Social Studies
Lowe, Brooklyn	Social Studies
Morgan, Brent	English
Morgan, T.J.	Social Studies
Moulden, Chelsea	English
Rastoder, Tammy	English
Rush, Susan	Biology
Vincent, Megan	English
Walker, Amanda	English
Willbanks, Elizabeth	English
Williams, John	Social Studies
Word, Jonathan	Social Studies

## **IECE**

## **Masters**

Link, Jessica	LBD
Morgan, Amy	LBD
Nokes, Amanda	LBD
Salada, David	LBD
Smith, Erin	EXED

**STUDENT TEACHER CANDIDATES FOR FALL 2010**

**\*\*\*QUALIFIED\*\*\*5/12/10\*\*\***

WKU ID	First	Last	MAJOR	DEFICIENCY
	KATIE	HEADY	5-12/CFS	Teacher Admission File completed on 4/15/10
	JAMES	PERKINS	MGE/MATH/S.STUDIES	MGE 385 successful completion 4/15/10
	EMILY	McPHERSON	P-12/PE	Teacher Admission File completed on 4/15/10
	KATHERINE	TRAVIS	P-12/PE	Teacher Admission File completed on 4/27/10

**STUDENT TEACHER CANDIDATES FOR FALL 2010**

**\*\*\*APPLICATION PENDING\*\*\*5/12/10\*\*\***

WKU ID	First	Last	MAJOR	DEFICIENCY
	THOMAS	NICHOLS	5-12/AG	Must take EXED 330 in May or June term(05/17-06/04)
	MELINDA	RAMSTEIN	5-12/CFS	Repeating LTCY 444
	JaMARVIN	DURHAM	ELEMENTARY	<b>Professional Ed gpa = 2.45</b>
	DANIELLE	HEALEY	ELEMENTARY	<b>Major gpa 2.4</b>
	JOHNATHON	POLAND	ELEMENTARY	Placement pending successful completion of LME 318
	MELISSA	RICKMAN	ELEMENTARY	LME 318 = F - must repeat May or June
	MARIAH	HAMMONS	MGE/LA/S.STUDIES	Placement pending successful completion of PSY 421
	KAYLEE	TAYLOR	MGE/MATH	<b>Major gpa 2.47</b>
	SABRINA	ROFKAHR	MGE/MATH/LA	Repeating PSY 421
	JENNILEE	SHEHAN	MGE/MATH/LA	ENG 302 = D (repeating sp10)
	BRIAN	HAMBIDGE	MGE/MATH/S.STUDIES	MA 203 = F (repeating sp10)
	BRIANA	HEARD	MGE/MATH/SCIENCE	Repeating BIO 224/225 at another institution
	WHITNEY	JOHNSON	MGE/MATH/SCIENCE	MA 203 = D (repeating sp10)

	MEREDITH	DAVIS	MGE/S.STUDIES/LA	<b>S. Studies GPA = 2.4</b>
	JONATHAN	KRISTIANSEN	MGE/S.STUDIES/LA	PSY422 = IP, LTCY 421 & MGE 481 incomplete
	DARLA	OLDHAM	MGE/S.STUDIES/LA	Repeating MGE 385
	REBECCA	RAYMER	MGE/SCIENCE	Psy 422 = IP
	HAYLEY	YOUNG	P-12/ART	Must take EXED 330 in May or June term
	GREGORY	McCORD	P-12/MUSIC	No EXED 330, must take in May or June session
	ELIZABETH	WILSON	SEC/BIOLOGY	<b>Major gpa = 2.42</b>
	CASSANDRA	GROCE	SEC/ENGLISH	Must take LTCY 444 summer term(5/17-6/11)
	ALESA	BAKER	SEC/MATH	<b>Major gpa = 2.37</b>
	JASON	HAMMONS	SEC/MATH	<b>Major gpa 2.05</b>
	BRENDA	SHERLOCK	SEC/MATH	<b>Major gpa = 2.37, MA 450 = F - repeating sp 10</b>
	LINDSEY	RIGDON	SEC/SOCIAL STUDIES	Repeating PS 327, F, in spring 2010

**STUDENT TEACHER CANDIDATES FOR FALL 2010**  
**\*\*\*APPLICATION WITHDRAWN PER STUDENT\*\*\*5/12/10\*\*\***

WKU ID	First	Last	MAJOR	
	WILLIAM	LEES, JR	ELEMENTARY	Withdrew 4/14/10 due to medical reasons, will reapply for spring
	AMANDA	PORTER	SEC/BIOLOGY	Withdrew 4/23/10 due to personal reasons, will reapply for spring

**STUDENT TEACHER CANDIDATES FOR FALL 2010**  
**\*\*\*NOT QUALIFIED\*\*\*5/12/10\*\*\***

WKU ID	First	Last	MAJOR	DEFICIENCY
	EMILY	RAYMER	SEC/BIOLOGY	<b>Major gpa 2.24, Not CA</b>

Proposal Date: 3/24/2010

**Potter College of Arts and Letters  
Department of Art  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Brent Oglesbee, [brent.oglesbee@wku.edu](mailto:brent.oglesbee@wku.edu), 745-6566

**1. Identification of program:**

- 1.1 Current program reference number: 509
- 1.2 Current program title: Bachelor of Arts, Visual Studies
- 1.3 Credit hours: 49 semester hours

**2. Identification of the proposed program changes:**

- A. The department proposes a change in our academic regulations concerning acceptance of grades for credit. Students may have no more than one D for a final grade in the following foundation courses: ART 105, 106, 130, 131, 140. This includes equivalent courses being transferred from other institutions to our program.
- B. The department proposes the use of PHIL 305 Aesthetics as an advanced level art history elective for this major.
- C. ART 334 Survey of Graphic Design has been added as an upper level art history elective for the BA Visual Studies Studio track and the Art Education concentration.

**3. Detailed program description:**

BA Visual Studies, studio track	hrs.	Proposed BA Visual Studies, studio track	hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 105 History of Art to 1300	3	ART 105 History of Art to 1300	3
ART 106 History of Art since 1300	3	ART 106 History of Art since 1300	3
2 upper-level elective art history courses	6	2 upper-level elective art history courses	6
ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494		ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, <b>ART 334</b> , ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, <b>PHIL 305</b>	
Any three of the following basic studios	9	Any three of the following basic studios	9
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	

ART 240 Drawing		ART 240 Drawing	
ART 243 Digital Media		ART 243 Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
2 upper-level elective studio courses	6	2 upper-level elective studio courses	6
3 upper-level studio courses in one area	9	3 upper-level studio courses in one area	9
ART 432 Portfolio	3	ART 432 Portfolio	3
ART 434 Capstone Seminar	1	ART 434 Capstone Seminar	1
Total semester hours	49	Total semester hours	49

BA Visual Studies, Art Ed. concentration	Hrs.	BA Visual Studies, Art Ed. concentration (proposed)	Hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 105 History of Art to 1300	3	ART 105 History of Art to 1300	3
ART 106 History of Art since 1300	3	ART 106 History of Art since 1300	3
ART 325 Art of Asia, Africa, Americas	3	ART 325 Art of Asia, Africa, Americas	3
1 upper level art history elective ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 390, ART 401,ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494	3	1 upper level art history elective ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, <b>ART 334</b> , ART 390, ART 401,ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, <b>PHIL 305</b>	3
ART 240	3	ART 240	3
ART 340	3	ART 340	3
Choose six of the following basic studios	18	Choose six of the following basic studios	18
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 243 Digital Media		ART 243 Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
3 upper level studio elective courses	9	3 upper level studio elective courses	9
ART 311 Found. of Art Ed. & Methods I	3	ART 311 Found. of Art Ed. & Methods I	3
ART 411 Found. of Art Ed. & Methods II	3	ART 411 Found. of Art Ed. & Methods II	3
ART 413 Found. of Art Ed. & Methods III	3	ART 413 Found. of Art Ed. & Methods III	3
ART 490	3	ART 490	3
Total semester hours in art	66	Total semester hours in art	66

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

- A. Recent internal data provided to the Department of Art indicates declines in the overall GPA of this program's majors. Setting a base standard of no less than a C- for foundation courses in this program will help identify students who would benefit by retaking course work or selecting an alternative major. This change will also assure the department no longer accepts unsatisfactory course work from transfer institutions.
- B. PHIL 305 Aesthetics provides students with a survey of approaches to art criticism that can enrich our student's understanding. We see an additional benefit to exposing our students to a philosophical perspective of aesthetics.
- C. ART 334 Survey of Graphic Design was initially developed for graphic design majors. However, it is taught from an art historical perspective by our art history faculty. As such it offers another upper level alternative for our studio and art education majors who require art history credits.

**5. Proposed term for implementation and special provisions: 201110**

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

Art Department/Division:	4/2/2010
Potter College Curriculum Committee	5/6/2010
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Program Inventory Form**



**College of Health and Human Services  
Department of Communication Disorders  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Dr. Richard Dressler, [richard.dressler@wku.edu](mailto:richard.dressler@wku.edu), 745-6280

**1. Identification of program:**

- 1.1 Current program reference number: 114
- 1.2 Current program title: Master of Science in Communication Disorders
- 1.3 Credit hours: 49

**2. Identification of the proposed program changes:** Change course catalog description of admission criteria, required semester hours for completion of the program, and final summative assessment timeline.

**3. Detailed program description:**

<p>This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure.</p> <p><b>In addition to Graduate Studies admission requirements, the program requires an undergraduate grade point average of 3.2. The applicant's GAP (GRE x GPA) must be a minimum of 2800. Students with a prior master's degree from an accredited institution may be exempt from the GRE admission requirements upon recommendation of the graduate faculty; however, the prior master's degree GPA must be 3.5 at minimum. Any academic deficiencies required to meet certification</b></p>	<p>This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure.</p> <p><b>In addition to Graduate Studies admission requirements, applicants to the Communication Disorders graduate program will be ranked based on scores in the following areas:</b></p> <ul style="list-style-type: none"><li>• Verbal score of the GRE</li><li>• Writing score of the GRE</li><li>• Average GPA for the last 60 credit hours of college coursework</li><li>• Written essay</li><li>• Clinical skills (WKU CD)</li></ul>
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<p>requirements of the American Speech-Language-Hearing Association must be completed. A strong academic background in psychology and/or gerontology is desirable.</p> <p>The master's level professional preparation in Communication Disorders is a 49-credit hour preparation program, combining didactic course work and diverse clinical experiences. In addition to maintaining program standards necessary for continued accreditation by ASHA's Council on Academic Accreditation, the graduate program includes curricular and assessment activities addressing the Kentucky Teacher Standards. Forty-two academic semester hours and seven clinical hours are required with an additional six hours added to the thesis option. The student must complete a minimum of 400 clock hours of clinical experience by graduation.</p> <p>By the final semester of course work, the candidates must pass the PRAXIS exam in speech-language pathology. Candidates who do not successfully pass the PRAXIS exam must successfully complete a written exam administered by the program area faculty.</p>	<p>undergrads only)</p> <p>Forty-nine semester hours are required for both the thesis and non-thesis option. The research tool requirement (3 hours) may be met by successful completion of CD 500 Research Methodology in Communication Disorders (or equivalent). Additionally, the student must complete a minimum of 400 supervised clock hours of clinical experience and demonstrate the required competencies by graduation.</p> <p>Within the last four months before graduation, students must pass the PRAXIS exam in speech-language pathology. Students who do not successfully pass the PRAXIS exam must successfully complete a written exam administered by the program area faculty.</p>
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**4. Rationale for the proposed program change:** The change to the admission criteria is made based on a need to further refine admission to the program based on more than a GAP score. The profession of speech-language pathology requires excellent verbal and written communication skills, which can be evaluated prior to admission using the proposed criteria. The revision in requirement for graduation reflects changes in departmental policy.

**5. Proposed term for implementation and special provisions:** Summer 2011

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

Communication Disorders Department March 31, 2010

CHHS Graduate Curriculum Committee April 26, 2010

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: April 1, 2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 270-745-5306

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: ELED 571
- 1.2 Course title: Leadership, Math and Technology Education
- 1.3 Abbreviated course title: Leadership, Math & Tech Ed
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Focuses on increasing elementary teachers' knowledge of mathematics and technology pedagogy, leadership specific to math and technology initiatives in the school, and current research on technology and mathematics pedagogy in education.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this first course in the fall 2010. This course will be part of a three-course sequence.
- 2.2 Relationship of the proposed course to courses offered in other academic units: WKU offers the following courses which have some overlap in content: MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra; LEAD 500 Effective Leadership Studies provides a focus on general leadership perspectives; AMS courses offered at the graduate level lead to a Master of Science in technology management and focuses on business and industrial applications; in the computer science courses the focus is on computer programming and engineering. However, ELED 571 focuses more broadly on research and readings specific to mathematics, technology, and leadership pedagogy in the elementary school. The above listed courses go beyond the scope of the proposed ELED 571 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of business, engineering, computer programming). Additionally, ELED 571 has requirements not included in any of the courses listed above related to field experiences, development of curriculum specific to mathematics and technology integration at the elementary school level.

### 3. Description of proposed course

#### 3.1 Course content outline

- Knowledge of mathematics and pedagogy
  - Current research in math pedagogy
  - Common Core Standards
- Knowledge of technology and pedagogy
  - Current research in technology pedagogy
  - Standards: NETS-S
- Leadership development in math and technology initiatives and school culture
  - Current research in leadership and change process
  - Leadership qualities
  - Leadership in Math – Elementary Math Specialist Standards
  - Leadership in Technology – NETS-T, NETS-Leaders, and LoTi
  - Program evaluation for math, technology, and culture at your school
  - How are parents involved?
  - How are administrators involved?
  - What are appropriate roles?
  - How are you a leader in your school in math or technology? What are you selling? How do you get colleagues to buy in?

#### 3.2 Tentative text(s)

Johnson, A. V. (2010). Teaching mathematics to culturally and linguistically diverse learners. Boston: Allyn & Bacon.

Razik, T. A., and Swanson, A. D. (2010). Fundamental concepts of educational leadership and management. 3<sup>rd</sup> ed. Boston: Allyn & Bacon.

Picciano, A. G. (2011). Educational leadership and planning for technology, 5<sup>th</sup> ed. Boston: Allyn & Bacon.

Tucker, B. F., Singleton, A. H., and Weaver, T. L. (2006). Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners. 2<sup>nd</sup> ed. Princeton, NC: Merrill.

### 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 2010

### 6. Dates of review/approvals:

School of Teacher Education: April 9, 2010

CEBS Curriculum Committee May 4, 2010

CEBS Dean \_\_\_\_\_

Graduate College

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Provost:

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**Attachment: Course Inventory Form**

**College of Education & Behavioral Sciences  
Department of Curriculum & Instruction  
Proposal to Create a New Course  
(Action Item)**

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

**1. Identification of proposed course:**

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

**2. Rationale:**

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

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

2.3 Relationship of the proposed course to courses now offered by the department:

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

2.4 Relationship of the proposed course to courses offered in other departments:

There are research related courses available in programs focused on pure research, statistical analysis, and applied research. Some examples of other research courses are:

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

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

2.5 Relationship of the proposed course to courses offered in other institutions:

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



### **3. Discussion of proposed course:**

- 3.1 Course objectives: At the conclusion of the course, students will:
- Understand what action research is and the purposes it serves in improving instruction
  - Be able to design an action research project that could be implemented in the classroom settings where they work
  - Be familiar with professional literature on a topic that they would like to research
  - Be able to write a literature review
  - Have skills in evaluating and critiquing action research findings
  - Have skills in developing appropriate research questions
- 3.2 Content outline:  
This course content includes current views regarding action research, implications for K-12 instruction, evaluation of current action research done by others, analysis and evaluation of action research, communication skills to articulate research findings in a scholarly manner, and use of action research for educational practitioners.
- 3.3 Student expectations and requirements:  
Students will be expected to complete assigned readings on the research process and how research affects classroom instruction. Students will set the stage for beginning an action research project. Assessment will be based on a combination of assignments and exams, including, a literature review, analysis of data collection, framework of questions and implications for instruction.
- 3.4 Tentative texts and course materials:
- Caro-Bruce, C., Klehr, M., & Zeichner, K. (2007). *Using action research to create equitable classrooms*. Thousand Oaks, CA: Corwin Press.
  - Hendricks, C. (2009). *Action research: A comprehensive guide for educators*. Upper Saddle River, NJ: Pearson.

### **4. Resources:**

- 4.1 Library resources: Adequate  
4.2 Computer resources: None needed

### **5. Budget implications:**

- 5.1 Proposed method of staffing: Existing Staff  
5.2 Special equipment needed: None  
5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

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

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

School of Teacher Education: 04/22/2010

CEBS Curriculum Committee 05/04/2010

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: 3/4/10

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

Contact Person: Vicki D. Stayton e-mail: vicki.stayton@wku.edu Phone: 5-3450

**1. Identification of proposed course**

- 1.1 Course prefix and number: IECE 423G
- 1.2 Course title: Interdisciplinary Services for Young Children with Low Incidence Disabilities
- 1.3 Abbreviated course title: Inter Low Incid Disabilities
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Instructor permission
  
- 1.7 Course catalog listing:  
Characteristics of children birth through five years with low incidence disabilities (e.g. autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation

**2. Rationale**

- 2.1 Reason for developing the proposed course:  
This course is designed for Interdisciplinary Early Childhood Education majors and other interested students (e.g., Exceptional Education majors). Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to work with children birth through five years, both with and without disabilities, and their families. The standards address preparation of graduates to work with children with a range of disabilities, including low incidence disabilities.

Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to curriculum and instruction for infants, toddlers, and preschoolers with low incidence or more significant disabilities. The proposed course will focus on such content. In addition, the Kentucky Department of Education, Division for Early Childhood Development, has advocated that all IECE programs at Kentucky universities and colleges have such a course at the undergraduate level. Western's IECE program, along with others

in the state, was awarded a mini-grant by the Kentucky Department of Education to develop such a course with the stipulation that it be offered on an annual basis.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment

2.3 Relationship of the proposed course to courses now offered by the department:

The Exceptional Education program offers a course that focuses on instructional models, evaluation procedures, and effective instruction for students with significant disabilities (i.e., low incidence disabilities), Curriculum for Moderate and Severe (EXED 535). In addition, Exceptional Education offers the Autism Spectrum Disorders Certificate curriculum which requires five courses (EXED 610, 612, 615, 618, and 619) specific to one low incidence disability, autism. Typically, application for admission into that program requires that applicants have a master's degree or higher. An exception is made for students in the Moderate and Severe Disabilities in MAE program who may take some of the courses in the Autism Spectrum Disorders Certificate curriculum. Although these courses focus on one or more low incidence disabilities, they are designed to prepare graduates to work with students in grades P-12 and are based on the Kentucky P-12 Teacher Standards rather than the Kentucky IECE Teacher Standards. The proposed course focuses on working with young children birth through 5 years with low incidence disabilities and implementing a variety of appropriate instructional strategies to meet individual child needs. The proposed course builds on content in earlier IECE courses.

2.4 Relationship of the proposed course to courses offered in other departments:

There is no other similar course offered outside the School of Teacher Education. This proposed course will offer experiences unique to preparation in IECE.

2.5 Relationship of the proposed course to courses offered in other institutions:

Both Murray State University and Eastern Kentucky University have similar courses which are being offered in their IECE programs. These courses are SED 526 Education of Young Children with Severe Disabilities and SED 577 Dual Sensory Impairment and Low Incidence Disabilities, respectively.

**3. Discussion of proposed course:**

3.1 Course objectives:

- Explore the role of related services personnel in a transdisciplinary and consultative model.
- Complete functional assessments of critical basic skills of infants and young children with multiple, severe disabilities in natural environments.
- Develop a functional curriculum for infants and young children with multiple, severe disabilities in natural environments.
- Identify and apply teaching strategies for developing basic critical skills including systematic instruction.
- Employ communication skills with families/caregivers/other practitioners regarding the student's needs in inclusive, natural environments.

- Identify strategies to address concerns of parents and families regarding parenting and life planning issues for children with multiple and severe disabilities.
- Demonstrate knowledge of typical and atypical development of young children including motor disabilities, sensory impairments (hearing and vision), sensory integration, communication development, (non-oral), oral motor, and behavior management as it impacts programming and individual children's goals.

### 3.2 Content outline:

- Etiology, characteristics and learning profiles of low incidence disabilities (e.g., autism, sensory impairments)
- Planning and implementing evidence-based instruction: embedding instruction, selecting and adapting curricula, adapting learning environments, selecting and implementing evidence based instructional strategies
- Selecting and implementing continuous assessment (e.g., functional behavioral assessment)
- Role of the transdisciplinary team in service provision: professionals, paraprofessionals, and family members

### 3.3 Student expectations and requirements:

Evaluation will be based on assignments such as the following:

- Written research-based report and presentation on a low incidence disability
- Profile of a child with severe and/or multiple disabilities (field experience assignment)
- Activity-based matrix for an individual child (field experience assignment)
- Group activity-based matrix (field experience assignment)
- Exams

### 3.4 Tentative texts and course materials:

McDonnell, J., Hardman, M., & McDonnell, A. (2005). *Introduction to persons with moderate and severe disabilities: Educational and social issues*. Columbus, OH: Merrill.

## 4. Resources

### 4.1 Library resources:

The library has indicated that current resources are sufficient to support this course.

### 4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

## 5. Budget implications

### 5.1 Proposed method of staffing:

There are sufficient full-time and part-time IECE faculty to teach this course.

5.2 Special equipment needed:  
None

5.3 Expendable materials needed:  
None

5.4 Laboratory supplies needed:  
None

6. **Proposed term for implementation:** Fall 2010

**Dates of prior committee approvals:**

School of Teacher Education 3/19/10

CEBS College Curriculum Committee 4/6/10

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)**

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

Contact Person: Vicki D. Stayton 745-3450, Vicki.stayton@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: 144
- 1.2 Current program title: Interdisciplinary Early Childhood Education (IECE)
- 1.3 Credit hours: 36

**2. Identification of the proposed program changes:**

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

**3. Detailed program description:**

See attached table for comparison of current and proposed program.

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

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

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

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

- A modification of admission requirements for the Advanced Certification Concentration is proposed so that the IECE requirements are consistent with those in other advanced certification programs in the School of Teacher Education.
- The current program requires that students “must be officially admitted to the IECE program before beginning the program sequence”. The introductory IECE graduate course, IECE 520 Organizing Programs in IECE, is only offered in the fall semester. Applicants often want to begin coursework in spring or summer terms prior to admission for the fall semester. Eliminating this requirement will allow applicants to enroll in course work that does not require IECE 520 as a prerequisite with advisor approval prior to being admitted to the graduate program.
- Allowing for advisor approved electives to substitute for CD 481G, CD 486G, and CFS 577 will provide more flexibility for students as these courses are only offered one semester per year. Also, some students seeking advanced certification may have taken CD 481 and CD 486 as undergraduates, so there is a need to identify appropriate substitutions for these students.
- The current program completion requirement is an oral comprehensive exam. The oral exam has been required for two primary purposes: (1) to allow students to synthesize and discuss theory and research in an applied manner and (2) to present this information in a professional context. A modification of this requirement is proposed for the Initial Certification Concentration. As part of the capstone experience for the proposed Initial Certification Concentration, IECE 524 Internship in IECE, students will develop and present a culminating portfolio. The development and presentation of the culminating portfolio will achieve the same goals as the oral comprehensive exam.
- A modification of the program completion requirement is also proposed for the Advanced Certification Concentration. Students will successfully complete TCHL 560 Action Research for Teacher Leaders and present research results in a venue approved by their advisor. This modification will facilitate alignment with other advanced certification programs in the School of Teacher Education.

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

Spring 2011

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

School of Teacher Education	4/22/10
CEBS Curriculum Committee	5/4/2010
Professional Education Council	-- _____
Graduate Council	-- _____



University Senate

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**Attachment: Program Inventory Form**

<b>Current Program</b> <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. #144</i>	<b>Proposed Program</b> <i>Master of Arts in Education Interdisciplinary Early Childhood Education, Ref. # 144</i>
<p>Total Hours: 36</p> <p>The program is designed to prepare early childhood educators to work with children, both with and without special needs, ages birth through kindergarten and their families. Program graduates are eligible to apply for certification in interdisciplinary early childhood education (IECE), birth to primary (B-P). This certification qualifies individuals to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.</p> <p>In addition to meeting the graduate studies admission requirements, applicants must complete the IECE application process through the Department of Special Instructional Programs. This application process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. <b>Applicants must be officially admitted to the IECE program before beginning the program sequence.</b> Students must also have had EXED 330 or EXED 516 or equivalent prior to entering the master’s program or complete one of them as a program deficiency.</p> <p>The performance-based program of study requires 36 semester hours of course work and 240 clock hours completed as part of ongoing course work. The culminating experience of the program is a summer internship. <b>During the final semester of course work, the candidate must also pass an oral comprehensive exam.</b></p> <p>Program requirements:  <i>Professional education—9 hours</i>            IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education            EXED 523 Curriculum/Methods in Early Childhood Special Education  <b>CD 486G Language Disorders</b></p> <p><i>Specialization courses—12 hours</i>  <b>CD 481G Speech &amp; Language Development (3 hours)</b>            IECE 521 Assessment in IECE (3 hours)            IECE 522 Family-Centered Services (3 hours)            IECE 524 Internship in IECE (3 hours)</p>	<p>Total Hours: 36</p> <p>The program is designed to prepare early childhood educators to work with children with and without special needs, ages birth through kindergarten and their families. Program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.</p> <p><b>The School of Teacher Education , through the Interdisciplinary Early Childhood Education (IECE) program, offers two concentrations within the MAE in IECE:</b></p> <ul style="list-style-type: none"> <li>• <b>Initial Certification in IECE</b></li> <li>• <b>Advanced Certification for those with prior certification in IECE</b></li> </ul> <p><b>Within each concentration, the student is expected to become competent in theory, research, and application of recommended practices related to children with and without special needs, ages birth through kindergarten and their families. Each student’s area of concentration will be based upon his or her current teaching certification or lack thereof. Students in both concentrations will complete a core of common courses, and then, will complete specialization and elective courses based upon their certification status, educational background, and career goals.</b></p> <p>Note: To be eligible to be recommended for teacher certification, students must document that they have received a passing score on the required PRAXIS II examination.</p> <p><b>ADMISSION TO PROGRAM</b></p> <p>Applicants must apply to and be accepted through 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 IECE and the College of Education and Behavioral Sciences.</p> <p>Admission to the Initial Certification Concentration requires the following:</p> <ul style="list-style-type: none"> <li>• Completion of the IECE application process through the School of Teacher Education. This application</li> </ul>

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

*Content area courses—12 hours*

**CFS 577 Seminar in Child Development Research (3 hours)**

IECE 520 Organizing Programs for IECE (3 hours)  
SWK 436G Services to Children (3 hours)  
PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)

*Prerequisites:* EXED 330 or EXED 516 or equivalent course

process includes documentation of early childhood related professional experiences and training, a written professional goals statement, and three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant's ability to be successful in a graduate program.

- Applicants must also have had EXED 330 or EXED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.
- Submission of qualifying GAP and GRE scores (minimum GAP of 2200 and minimum GRE Analytical Writing Score of 3.5).

**Admission to the Advanced Certification Concentration requires the following:**

- **Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility\*.**
- **Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous coursework (undergraduate and graduate) must submit either a current, valid teaching certificate or Statement of Eligibility\* and a teacher work sample or KTIP portfolio for admission credentials review.**
- **Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and submit either a current, valid teaching certificate or Statement of Eligibility\*.**

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

**PROGRAM COMPLETION REQUIREMENTS**

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

**Candidates must successfully complete IECE 524 Internship in IECE (course grade of C or higher), the capstone experience for the program and develop and**

present an acceptable culminating portfolio as a course and program requirement.

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

- **Candidates must successfully complete TCHL 560 Action Research for Teacher Leaders (course grade of C or higher) and present research results in a venue approved by their advisor.**
- **Candidates must have at least a 3.0 cumulative GPA.**

**CORE COURSES IN INITIAL AND ADVANCED CERTIFICATION CONCENTRATIONS**

- CFS 577 Seminar in Child Development Research **or advisor approved elective (3 hours)**
- CD 486G Language Disorders **or advisor approved elective (3 hours)**
- IECE 520 Organizing Programs for IECE (3 hours)
- SWK 436G Services to Children (3 hours)
- PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)
- Research Foundations – EDFN 500 Research Methods (3 hours) **or TCHL 560 Action Research for Teacher Leaders (3 hours)**

Total Hours - 18

**Initial Certification Concentration**

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

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

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

- IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)
- IECE 524 Internship in IECE (3 hours)

Total with Core Courses – 36 hours

**Advanced Certification Concentration**

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

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

**TCHL 500 Foundations of Teacher Leadership (3 hours)**

**TCHL 520 Foundations of Action Research to Improve Instruction (3 hours)**

**IECE 423 G Interdisciplinary Services for Young Children with Low Incidence Disabilities (3 hours)**

**Advisor approved electives (9 hours)**

**Total with Core Courses – 36 hours**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Rebecca Stobaugh, [rebecca.stobaugh@wku.edu](mailto:rebecca.stobaugh@wku.edu), 5-4497

**1. Identification of course:**

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

**2. Revise course title:**

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

**3. Revise course number: N/A**

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

**4. Revise course prerequisites:**

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

**5. Revise course catalog listing:**

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

**6. Revise course credit hours: N/A**

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

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

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

School of Teacher Education	<u>04/22/10</u>
CEBS Curriculum Committee	<u>05/04/10</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 04/22/2010

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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Admission Requirements (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</b></p> <ul style="list-style-type: none"><li>• No GRE qualifying score will be required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</li><li>• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</li><li>• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and</li></ul>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each</p>



graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.

- Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services.

*(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)*

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

#### ***Required Core – 9-12 hrs***

- \_\_\_ EDU 501 (2 hours)
- \_\_\_ EDU 596 (1 hour)
- \_\_\_ ELED 503
- \_\_\_ EDFN 500 (*Should be completed within the first 12 hours of program.*)
- \_\_\_ EXED 516 or an approved elective may be substituted if an Exceptional Education course is on the student's graduate or undergraduate transcript.

***Restricted General Electives – 9 hrs (Other courses may be selected with permission of advisor, teacher certification officer and Graduate Studies and Research.)***

- |              |                        |
|--------------|------------------------|
| ___ EDU 522  | ___ EDU 507 (GEOG 507) |
| ___ EDU 524  | ___ ENVE 580           |
| ___ EDU 544  | ___ GTE 536            |
| ___ ELED 505 | ___ LTCY 519           |
| ___ ELED 506 | ___ LTCY 524/LTCY 624  |
| ___ ELED 507 |                        |

***Educational Psychology Component – 3 hrs (Choose one.)***

- \_\_\_ PSY 510/PSY 511/PSY 519/PSY 540

### **General Content Electives—6-12 hours**

***Advisor-approved elective courses from the following content areas: Art, Biology,***

candidate.

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

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

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

- No GRE qualifying score will be required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher

Chemistry, Communication, Economics, English, Leadership, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Psychology, Sociology, Theatre:

***OR elective hours selected from the following courses:***

___ AMS 465G	___ LME 411G
___ BIOL 507	___ LME 518
___ CNS 580	___ MATH 507
___ CNS 586	___ PH 465G
___ ECON 505	___ PH 467G
___ GEOG 507	___ PH 468G
___ JOUR 481G	___ PH 481G
___ LME 410G	___ PH 586

In place of content electives, students may substitute course work for endorsements in English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology or other approved endorsements.

and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.

- Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

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

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

Professional Education Component—9-16 hours

**TCHL 500 – Foundations of Teacher Leadership (3 hours)**

**TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)  
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)  
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)  
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)  
**TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)**

**Courses in boldface are required.**

**Mid-Point Assessment Requirements:**

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

Specialization Component—15-21 hours

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

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

	<p><b>Total Program Hours: 30-31</b></p> <p><b>Program Completion Requirements:</b>  Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor.</p> <p>Candidates must have at least a 3.0 cumulative GPA.</p>
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**4. Rationale for the proposed program change:**

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

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

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

School of Teacher Education	<u>4-23-10</u>
CEBS Curriculum Committee	<u>5-4-10</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Program Inventory Form**

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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Addition of a culminating assessment requirement.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Admission Requirements</b></p> <p>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Elementary Education <u>must</u> hold or be eligible to hold a teaching certificate at the elementary level.</p> <p>This program requires 32 hours.</p> <p><u>Required Professional Education Component—20 hours</u>  <i>Required Professional Education Courses—5-8 hours</i>                      +EDU 501, ELED 503, EXED 516*, ++EDU 596/598                      + Students should enroll in EDU 501 within the first 7 hours of course work.                      ++ Students should enroll in EDU 596/598 after completing at least 24 hours of course work.</p> <p><i>Restricted Elective—3 hours</i>                      PSY 510, PSY 511, PSY 519, or PSY 540</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each</p>

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

ELED 505, ELED 506, ELED 507, ELED 509, LTCY 519, EDU 522, EDU 524

**Professional Education Electives—6-9 hours**

Six – nine hours of advisor-approved related professional education courses.

**Specialization Component (12 hours)**

Twelve hours of advisor-approved specialization courses.

*\*An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.*

*\*\*Not required for students seeking Gifted Education endorsement*

candidate.

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

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

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

Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services.

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

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

respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Professional Education Component—9-16 hours

**TCHL 500 – Foundations of Teacher Leadership (3 hours)**

**TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

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

**Courses in boldface are required.**

**Mid-Point Assessment Requirements:**

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



	<p><u>Specialization Component—16-23 hours</u>  <b>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)</b>  Advisor-approved elective courses. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p><b>Total Program Hours: 32</b></p> <p><b>Program Completion Requirements:</b>  Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor.</p> <p>Candidates must have at least a 3.0 cumulative GPA.</p>
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**4. Rationale for the proposed program change:**

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

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

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

School of Teacher Education 4-23-10

CEBS Curriculum Committee 5-4-10

Professional Education Council \_\_\_\_\_

Graduate Council (for information) \_\_\_\_\_

University Senate (for information) \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: 04/07/2010

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

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

**3. Detailed program description:**

Current Program	Proposed Program
<p>Because this program leads to a professional teaching certificate, applicants must</p> <ol style="list-style-type: none"> <li>1. Hold or be eligible to hold a teaching certificate at the middle grades level, or</li> <li>2. Have a valid Middle Grades program on file with the Office of Teacher Services.</li> </ol> <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p> <p>The MAE in Middle Grades Education may be planned to include a certification endorsement for literacy, gifted education, English as a second language, or Instructional Computer Technology. The MAE in Middle Grades Education requires 30 hours.</p> <p><u>Professional Education Components—18 hours</u></p> <p><i>Professional Development Component—3 hours</i></p> <p>+EDU 501 Seminar: Designing Professional Development Plan (1 hour)</p> <p>++EDU 596 Portfolio Development &amp; Professional Education Growth Plan (2 hours)</p> <p>+ Students should enroll in EDU 501 within the first 7 hours of course work.</p> <p>++ Students should enroll in EDU 596 after completing at least 24 hours of course work.</p> <p><i>Educational Psychology Component—3 hours</i></p> <p>PSY 510 Advanced Educational Psychology</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see</p>

PSY 511 Psychology of Learning  
PSY 519 Psychological Perspectives on Classroom Behavior

*Strategies Component—3 hours*

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

*Curriculum Component—3 hours*

SEC 580 The Curriculum  
MGE 571 Middle School Curriculum

*Restricted Elective —3 hours*

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

*Research/Assessment Component—3 hours*

EDFN 500 Research Methods or Content Specific Research Course

Specialization/Content Component—12 hours

Advisor-approved

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

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

1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility\* for Middle Grades (Grades 5-9).
2. Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework must submit either a current, valid middle grades teaching certificate or Statement of Eligibility\* and a teacher work sample or KTIP portfolio for admission credentials review.
3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and submit either a current, valid middle grades teaching certificate or Statement of Eligibility\*.

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

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

**Courses in boldface are required.**

Professional Education Core—9-16 hours

**TCHL 500 – Foundations of Teacher Leadership (3 hours)**

**TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional

	<p>Strategies (1 hour)  TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)  TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)  TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)  TCHL 554 – Student Assessment II: Standardized Testing (1 hour)  TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)  <b>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</b></p> <p><b>Mid-Point Assessment Requirements:</b>  To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—14-21 hours</u>  <b>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)</b></p> <p><b>Electives:</b>  Students will take advisor-approved elective courses selected from discipline in which student is certified. In place of the content electives students may, with advisor approval, substitute course work in other education courses, endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements), or courses for meeting prerequisites for Instructional Leader programs.</p> <p><b>Total Program Hours: 30-37</b></p> <p><b>Program Completion Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course Grade of C or higher).</li> <li>2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.</li> <li>3. Achieve a 3.0 average GPA in course work.</li> </ol>
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**4. Rationale for the proposed program change:**

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

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

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

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

**Attachment: Program Inventory Form**

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

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Addition of a culminating assessment requirement.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Admission Requirements:</b></p> <p>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Middle Grades Education <u>must</u> hold or be eligible to hold a teaching certificate at the middle grades level.</p> <p>This program requires 32 hours.</p> <p><u>Professional Education Components (18 hours)</u></p> <p><i>Professional Development Component—3 hours</i></p> <p>+ EDU 501 Seminar: Designing Professional Development Plan (1hour)</p> <p>++ EDU 596 Portfolio Development &amp; Professional Education Growth Plan (2 hours)</p> <p>+ Students should enroll in EDU 501 within the first 7 hours of course work.</p> <p>++ Students should enroll in EDU 596 after completing 24 hours of course work.</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p>

<p><i>Educational Psychology Component—3 hours</i>  PSY 510 Advanced Educational Psychology  PSY 511 Psychology of Learning  PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i>  EDU 522 Foundations of Differentiated Instruction  EDU 524 Educational Assessment  EDU 544 Classroom Teaching Strategies  ENVE 575 Introduction to Environmental Education  LTCY 524 Content Area Literacy  GTE 537 Curriculum, Strategies, &amp; Materials for Gifted Students  LTCY 444G Reading in the Secondary Grades</p> <p><i>Curriculum Component—3 hours</i>  SEC 580 The Curriculum  MGE 571 Middle School Curriculum</p> <p><i>Restricted Elective –3 hours</i>  If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, EDU 522, EDU 524, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component—3 hours</i>  EDFN 500 Research Methods or Content Specific Research Course</p> <p><u>Specialization/Content Component—12 hours</u>  Advisor must approve courses.</p>	<p>determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p><b>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</b></p> <p>Submit either a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9).</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p><b>Courses in boldface are required.</b></p> <p><u>Professional Education Core—9-16 hours</u>  <b>TCHL 500 – Foundations of Teacher Leadership (3 hours)</b>  <b>TCHL 530 – Curriculum Development (3 hours)</b>  TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)  TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)  TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)  TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)  TCHL 554 – Student Assessment II: Standardized Testing (1 hour)  TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)  <b>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</b></p>
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	<p><b>Mid-Point Assessment Requirements:</b>  To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—17-23 hours</u>  <b>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)</b>  <b>Advisor-approved elective in education (3 hours)</b></p> <p><b>Electives:</b>  Students will take advisor-approved elective courses selected from discipline in which the students are certified. In place of the content electives, students may substitute course work in other education courses or endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p><b>Total Program Hours: 32-39</b>  <b>Program Completion Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course Grade of C or higher).</li> <li>2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.</li> <li>3. Achieve a 3.0 average GPA in course work.</li> </ol>
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**4. Rationale for the proposed program change:**

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not

require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

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

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

School of Teacher Education	4/22/10
CEBS Curriculum Committee	5/4/10
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

**Attachment: Program Inventory Form**

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

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

**3. Detailed program description:**

Current Program	Proposed Program
<p>Because this program leads to a professional teaching certificate, applicants must</p> <ol style="list-style-type: none"> <li>1. Hold or be eligible to hold a teaching certificate at the secondary level, or</li> <li>2. Have a valid secondary education conversion program on file with the Office of Teacher Services.</li> </ol> <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p> <p>Candidates must declare both a major and a minor (one must be in Secondary Education). The following majors are permitted: art, biology, chemistry, history, music, and secondary education.</p> <p>This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education,</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p>

<p>English as a second language, literacy, or Instructional Computer Technology. This program requires 30 hours.</p> <p><b>Professional Education Components—12-18 hours</b></p> <p><i>Professional Development Component—3 hours</i>  +EDU 501 Seminar: Designing Professional Development Plan (1 hour)  ++EDU 596 Portfolio Development &amp; Professional Education Growth Plan (2 hours)  + Students should enroll in EDU 501 within the first 7 hours of course work.  ++ Students should enroll in EDU 596 after completing 24 hours of course work.</p> <p><i>Educational Psychology Component—3 hours</i>  PSY 510 Advanced Educational Psychology  PSY 511 Psychology of Learning  PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i>  EDU 544 Classroom Teaching Strategies  ENVE 575 Introduction to Environmental Education  LTCY 524 Content Areas Literacy  GTE 537 Curriculum, Strategies, &amp; Materials for Gifted Students  LTCY 444G Reading in the Secondary Grades</p> <p><i>Curriculum Component—3 hours</i>  SEC 580 The Curriculum  MGE 571 Middle School Curriculum</p> <p><i>*Restricted Elective—3 hours</i>  If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component—3 hours</i>  EDFN 500 Research Methods <i>or</i> Content Specific Research Course</p>	<p>determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, , 530, and 560 (or discipline-specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Candidates must declare both a major and a minor (one must be in Secondary Education). The following majors are permitted: art, biology, chemistry, history, music, and secondary education.</p> <p>This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, or instructional computer technology. This program requires 30-37 hours.</p> <p><b>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</b></p> <ol style="list-style-type: none"> <li>1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility*for Secondary (Grades 8-12, 5-12, or P-12).</li> <li>2. Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework must submit either a current, valid secondary teaching certificate or Statement of Eligibility* and a teacher work sample or KTIP portfolio for admission credentials review.</li> <li>3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and submit either a current, valid secondary teaching certificate or Statement of Eligibility*.</li> </ol> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's</p>
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Specialization/Content Component—12-18 hours  
(Content Advisor Approved)

Secondary education majors-12 hours  
Secondary education minors-18 hours

\*Secondary education minors may be required to enroll in an additional 3 hours of professional education to achieve the restricted elective component. If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, students are required to enroll in EXED 516. These 3 hours will be in addition to the 30 hours required for the program

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

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

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

**Courses in boldface are required.**

**Secondary Education Major: 18 hours**

Professional Education Core—9-16 hours

**TCHL 500 – Foundations of Teacher Leadership (3 hours)**

**TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course**

Other Education Electives—3-9 hours

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

Other advisor-approved education electives

Specialization Component—12 hours

Students will take advisor-approved elective courses selected from discipline in which student is certified. In place of the content electives students may, with advisor approval, substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

**Total Program Hours: 30-37**

## Secondary Education Minors

### Content Area Specialization Component --18 hours

Contact advisor in major area for program information.

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

### Professional Education Core—9-16 hours

#### **TCHL 500 – Foundations of Teacher Leadership (3 hours)**

#### **TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

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

### Education Electives—0-3 hours

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

### **Total Program Hours: 30-37**

### **Mid-Point Assessment Requirements:**

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions.

	<p>Additional course work may be required based on the assessment results.</p> <p><b>Program Completion Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course Grade of C or higher) or approved discipline specific action research course.</li> <li>2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.</li> <li>3. Achieve a 3.0 average GPA in course work.</li> </ol>
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**4. Rationale for the proposed program change:**

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

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

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

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

**Attachment: Program Inventory Form**

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

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Addition of a culminating assessment requirement.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Admission Requirements:</b></p> <p>Applicants to the Planned Fifth (Non-Degree) Year/Rank II program in Secondary Education <u>must</u> hold or be eligible to hold a teaching certificate at the secondary level.</p> <p>This program requires 32 hours.</p> <p><u>Professional Education Components—18 hours</u></p> <p style="padding-left: 40px;"><i>Professional Development Component—3 hours</i></p> <p><sup>+</sup>EDU 501 Seminar: Designing Professional Development Plan (1 hour)</p> <p><sup>++</sup>EDU 596 Portfolio Development &amp; Professional Education Growth Plan (2 hours)</p> <p><sup>+</sup>Students should enroll in EDU 501 within the first 7 hours of course work.</p> <p><sup>++</sup>Students should enroll in EDU 596 after completing 25 hours of course work.</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p>



<p><i>Educational Psychology Component—3 hours</i>  PSY 510 Advanced Educational Psychology  PSY 511 Psychology of Learning  PSY 519 Psychological Perspectives on Classroom Behavior</p> <p><i>Strategies Component—3 hours</i>  EDU 522 Foundations of Differentiated Instruction  EDU 524 Educational Assessment  EDU 544 Classroom Teaching Strategies  ENVE 575 Introduction to Environmental Education  LTCY 524 Content Area Teaching  GTE 537 Curriculum, Strategies, &amp; Materials for Gifted Students  LTCY 444G Reading in the Secondary Grades 44</p> <p><i>Curriculum Component—3 hours</i>  SEC 580 The Curriculum  MGE 571 Middle School Curriculum</p> <p><i>Restricted Elective Component—5 hours</i>  If an Exceptional Education course is not documented on the candidate's undergraduate or graduate transcript, the student must enroll in EXED 516. If an EXED course is documented on the candidate's transcript, another course may be selected from SEC 580, EDU 522, EDU 524, EDU 544, GTE 537, PSY 519, LME 547, or any other graduate level professional education course with advisor approval.</p> <p><i>Research/Assessment Component (3 hours)</i>  EDFN 500 Research Methods or Content Specific Research Course</p> <p><u>Specialization/Content Component—12 hours</u>  Advisor approved</p>	<p>determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p><b>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</b></p> <p>Submit either a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p><b>Courses in boldface are required.</b></p> <p><u>Professional Education Core—9-16 hours</u>  <b>TCHL 500 – Foundations of Teacher Leadership (3 hours)</b>  <b>TCHL 530 – Curriculum Development (3 hours)</b>  TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)  TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)  TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)  TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)  TCHL 554 – Student Assessment II: Standardized Testing (1 hour)  TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)  <b>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</b></p>
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	<p><b>Mid-Point Assessment Requirements:</b>  To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—17-23 hours</u>  <b>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)</b></p> <p><b>Electives:</b>  Students will take advisor-approved elective courses selected from discipline in which student is certified. In place of content electives students may, with advisor approval, substitute course work in other education courses or endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p><b>Total Program Hours: 32-39</b></p> <p><b>Program Completion Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course Grade of C or higher).</li> <li>2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.</li> <li>3. Achieve a 3.0 average GPA in course work.</li> </ol>
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**4. Rationale for the proposed program change:**

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students’ successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. The current program does not

require a meaningful culminating assessment. The research project will require students to integrate all course work and apply what they have learned.

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

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

School of Teacher Education	4/22/10
CEBS Curriculum Committee	5/4/10
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

**Attachment: Program Inventory Form**

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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

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

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>PROGRAM DESCRIPTION</b></p> <p><b>Master of Arts in Exceptional Education – Learning and Behavior Disorders, Ref. #107</b> This program provides preparation for students who wish to pursue careers in a P-12 school setting as teaching professionals serving students with diverse learning needs, including Learning and Behavior Disorders. The Department of Special Instructional Programs, through the Exceptional Education program area, offers four concentrations within the MAE in Exceptional Education, LBD programs:</p> <ul style="list-style-type: none"> <li>• LBAC – Alternate Route to Certification in LBD;</li> <li>• LBNC – Initial LBD Certification for those with no other teacher certification;</li> <li>• LBOC – Initial LBD certification for those with prior teacher certification in another</li> </ul>	<p><b>PROGRAM DESCRIPTION</b></p> <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorder. The School of Teacher Education, through the Exceptional Education program area offers courses and experiences for initial preparation of Exceptional Education teachers and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>Three concentrations leading to certification and/or advanced course work in Learning and Behavior Disorders</p>

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

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

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

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

#### ADMISSION TO PROGRAM

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

Admission to all LBD concentrations requires the following:

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher; Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- EITHER possess a current, valid teaching certificate (a copy of which must be submitted with the application), OR document a 2.5 GPA for all previous course

are offered within the MAE in Exceptional Education LBD:

- LBNC: Initial Certification in LBD including Alternate Route to Teacher Certification in LBD.
- LBOC: Advanced Preparation in LBD for those with prior teacher certification in any area other than Exceptional Education LBD.
- LBLB: Advanced Preparation in LBD for those with prior certification in LBD.

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

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

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

#### ADMISSION TO PROGRAM

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

#### Admission to the LBNC Initial Certification Concentration requires the following:

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher; Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- EITHER possess a current, valid teaching certificate (a copy of which must be submitted

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

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:

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

exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

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

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

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

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

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

potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

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

- Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or a Statement of Eligibility.\*
- Applicants who completed their initial certification program at another Kentucky or out-of-state institution with at least a 2.5 GPA for all previous coursework (undergraduate and graduate) must submit either a current valid teaching certificate or a Statement of Eligibility\* and a teacher work sample or KTIP portfolio for admission credentials review.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and submit a current, valid teaching certificate or Statement of Eligibility.\*

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

**PROGRAM COMPLETION REQUIREMENTS:**

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

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

currently employed, or have written documentation of a school district's intent to employ, as a teacher of students with Learning and Behavior Disorders. This 39 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas. *This option is for those individuals with no prior teaching certification in any area. Upon verification of employment in an approved setting, students are eligible for recommendation for a Temporary Provisional Teaching Certificate in LBD. This certificate is issued for one year and is renewable for two additional years (total of 3 years). Students in this program must complete ALL state and university requirements within the three-year time frame.* Upon completion of program, passing Praxis II, and completing the Kentucky Teacher Internship Program (KTIP), these students will be eligible to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

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

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 a teacher of students with Learning and Behavior disorders. This 39 hour program consists of coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, research in Exceptional Education, and content areas. *This option is for those individuals with no prior teaching certification in any area and not currently employed as a teacher of students with Learning and Behavior Disorders. If the student does not secure employment as the teacher of*

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

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

Candidates must have at least a 3.0 cumulative GPA.

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

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

Total of Core Courses: 18 hours

**Initial Certification Concentration (LBNC)**

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

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

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



*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 Teachers Internship Program (KTIP) to receive certification as teachers of students with Learning and Behavior Disorders in the state of Kentucky.

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

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
	<b>Sub Total</b>	<b>18 hours</b>
	<b>Total with Core Courses</b>	<b>39 hours</b>

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

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

*Specific Course Requirements – 9 hours + 21 Hours Core Coursework*

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

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

**Total program hours for LBNC: 39**

**Advanced Certification Concentrations (LBOC and LBLB):**

These concentrations within the Exceptional Education LBD Teacher Leader MAE program lead to advanced preparation for those holding initial certification in Exceptional Education LBD or any other area and may lead to certification in Learning and Behavior Disorders for those students who:

- A. Hold certification in any area other than Exceptional Education (LBOC); OR
- B. Hold Exceptional Education LBD or MSD certification (LBLB).

Within the advanced preparation LBD Teacher Leader MAE, 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 dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

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

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

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

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

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 coursework in the diagnosis and assessment of learning disabilities, prescriptive teaching, transition service programming, and research in Exceptional Education, and content areas. *This option is for individuals who hold teaching certification in Exceptional Education, LBD.*

*Specific Course Requirements – 9 hours +21 Hours Core Coursework*

LBD	EXED 533	Seminar: Curriculum for	3 hours
	EXED 599	Thesis	6 hours
	Sub Total		9 hours
	Total with Core Courses		30 hours

OR

*Specific Course Requirements – 9 hours +21 Hours Core Coursework*

LBD	EXED 533	Seminar: Curriculum for	3 hours
Education	EXED 590	Internship in Special	3 hours
Education	EXED 534	Research in Exceptional	3 Hours
	Sub Total		9 hours
	Total with Core Courses		30 hours

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 School of Teacher Education, through the Exceptional Education program area, offers two concentrations within the Advanced Preparation MAE in Exceptional Education, LBD programs:

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

Professional Education Component – 9-16 hours

**Courses in boldface are required.**

**TCHL 500 – Foundations of Teacher Leadership (3 hours)**

**TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

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

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

**Mid-Point Assessment Requirements:**

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

Specialization Component (LBOC/LBLB)—21 hours  
**Courses in boldface are required.**

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

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

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

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

**Admission Requirements to all LBD concentrations requires the following:**

Applicants must apply to and be accepted through

**EXED 518 – Issues in Behavior Management (3 hours)**  
**EXED 530 – Advanced Assessment Techniques (3 hours)**

**EXED 531 – Advanced Prescriptive Teaching (3 hours)**

**EXED 532 – Families, Professionals, and Exceptionalities (3 hours)**

**EXED 533 – Seminar: Curriculum in LBD (3 hours)**

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

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

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

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

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

**Program Completion Requirements:**

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

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

Admission to all LBD concentrations requires the following:

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

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

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

dispositions to teach.

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

**Program Requirements:**

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

**Core Courses for LBOC; and LBLB Concentrations**

**LBOC:**

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

seeking LBD certification through their master's degree course work.

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

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 hrs

**LBLB:**

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

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

EXED 533	Seminar: Curriculum for LBD	3 hours
EXED 599	Thesis	6 hours
Sub Total		9 hours
Total with Core Courses		30 hours

OR

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

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


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

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

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

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

School of Teacher Education:	04/22/2010
CEBS Curriculum Committee	05/4/2010

Professional Education Council

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

**Attachment: Program Inventory Form**



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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Modify admission requirements for the Exceptional Education MAE Advanced Certification in Moderate and Severe Disabilities consistent with the Teacher Leader MAE redesign proposals for advanced certification programs in professional education.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>PROGRAM DESCRIPTION</b></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 School of Teacher Education, through the Exceptional Education program area, offers three concentrations within the MAE in Exceptional Education, MSD program:</p> <ul style="list-style-type: none"> <li>• MSDO – Moderate and Severe Disabilities for those holding certification in any area other than Exceptional Education;</li> <li>• MSDM – Moderate and Severe Disabilities for those holding previous certification in MSD; and</li> <li>• MSDL – Moderate and Severe Disabilities for those holding Exceptional Education LBD certification.</li> </ul> <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</p>	<p><b>PROGRAM DESCRIPTION</b></p> <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Moderate and Severe Disabilities (MSD). Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>This particular MAE program leads to advanced preparation for those holding initial certification in Exceptional Education MSD and may lead to certification in Moderate and Severe Disabilities (MSD) for those students who:</p> <ul style="list-style-type: none"> <li>A. Hold certification in any area other than Exceptional Education; OR</li> <li>B. Hold Exceptional Education Learning and Behavior Disorders (LBD) and/or Moderate and Severe Disabilities (MSD) certification.</li> </ul>

exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) which must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

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

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

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

**Admission Requirements to all MSD concentrations requires the following:**

- Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score of 3.5 or higher; Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
- Possess a current, valid teaching certificate (a copy of which must be submitted with the application),
- Submit an admission portfolio with your application to Graduate Studies. Portfolio needs to include an application letter; a philosophy of education; two letters of

Within the Advanced Preparation MSD Teacher Leader MAE, 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 dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

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

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

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

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

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

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

reference from college/university faculty; and two letters of reference from school personnel.

- Exhibit acceptable teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.
- All admissions materials must be received by March 1 for admission to the summer terms or May 1 for admission to the fall term for priority consideration.

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

1. Students who are WKU graduates and have an undergraduate GPA of 2.75 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a written philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
2. Students who are graduates of an accredited college or university and have an undergraduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.
3. Students who are graduates from an accredited college or university with a MA and have a graduate GPA of 3.0 may apply to be considered for admission without the GRE. These students must submit a portfolio that includes the following: a) a letter of application that explains why they should be exempt from the GRE; b) a philosophy of education; c) two references from faculty members that detail their potential as graduate students; and d) two references from public school teachers and/or administrators that address their dispositions to teach.

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

1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility\*.
2. Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous coursework (undergraduate and graduate) must submit either a current, valid teaching certificate or Statement of Eligibility\* and a teacher work sample or KTIP portfolio for admission credentials review.
3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and submit either a current, valid teaching certificate or Statement of Eligibility\*.

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

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

Professional Education Component—9-16 hours

**Courses in boldface are required.**

**TCHL 500 – Foundations of Teacher Leadership (3 hours)**

**TCHL 530 – Curriculum Development (3 hours)**

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

<p>All three Moderate and Severe concentrations – MSDO, MSDM, and MSDL - comprise 15 hours of core coursework and 18 hours of course work specific to their concentration for a total of 30 credit hours.</p> <p>Students have the option of adding the Autism Spectrum Disorders Certificate to any MSD concentration and may include 4 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are EXED 610; EXED 612; EXED 615; EXED 618; and EXED EXED 530 – Advanced Assessment Techniques (3 hours)</p> <p>619.</p> <p><b>Core Courses for MSDO, MSDM, and MSDL Concentrations</b></p> <p>EDFN 500 Research Methods OR EXED 534 Research in Exceptional Education 3 hours</p> <p>PSY 519 Classroom Behavior OR EXED 518 Issues in Behavior Management 3 hours</p> <p>EXED 535 Curriculum for MSD 3 hours</p> <p>EXED 419G Assistive Technology/Classroom OR</p> <p>EXED 619 Assistive Technology for ASD 3 hours</p> <p>EXED 610 Introduction to ASD 3 hours</p> <p>EXED 630 Special Education Law and Finance 3 hours</p> <p>Total of Core Courses 18 hours</p> <p><b>Moderate and Severe Disabilities, Initial Certification</b> <b>Concentration Code: MSDO</b> 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, transitional services programming, and research in Exceptional Education.</p>	<p>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) <b>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</b></p> <p><b>Mid-Point Assessment Requirements:</b> To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—21-24 hours</u> Moderate and Severe Disabilities Advanced Preparation</p> <p>Required Courses: <b>Courses in boldface are required.</b> <b>*Students who have not had an introductory Exceptional Education course such as EXED 330 or EXED 516, or the equivalent from another institution, must take EXED 516 as part of their program. This will add an additional 3 credit hours to the total hours.</b></p> <p>EXED 516 – Exceptional Child: Perspectives &amp; Issues (3 hours)*</p> <p>EXED 535 – Curriculum for MSD (3 hours) OR EXED 615 – Instructional Strategies and Design in ASD (3 hours)</p> <p><b>EXED 630 – Special Education Law (3 hours)</b></p> <p>EXED 518 – Issues in Behavior Management ( 3 hours) OR EXED 618 – Social Skills Instruction and Behavioral Programming in ASD (3 hours)</p> <p>EXED 532 – Families, Professionals, and Exceptionalities (3 hours) Or EXED 612 – Collaboration for ASD (3 hours)</p> <p><b>EXED 530 – Advanced Assessment Techniques (3 hours)</b></p> <p><b>EXED 590 – Internship in Exceptional Education (3</b></p>
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<p><i>This concentration is for those individuals who hold teaching certification in any area other than Exceptional Education.</i></p> <p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <table border="0"> <tr> <td>EXED 532</td> <td>Families, Professionals, and Exceptionalities</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 530</td> <td>Advanced Assessment Techniques</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 517</td> <td>Transition Services and Programming</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 590</td> <td>Internship in Special Education</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Subtotal</td> <td></td> <td>12</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Total of Core Courses</td> <td></td> <td>30</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> </table>	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	Subtotal		12			hours	Total of Core Courses		30			hours	<p><b>hours)</b></p> <p>EXED 419 G – Assistive Technology (3 hours) OR EXED 619 – Assistive Technology for ASD (3 hours)</p> <p>Total – 21 hours of Advanced Preparation MSD Courses</p> <p><b>* Students have the option of adding the Autism Spectrum Disorders Certificate to the Advanced Preparation Teacher Leader MAE in Moderate and Severe Disabilities and may include 4 of the 5 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are:</b></p> <p><b>EXED 610 – Characteristics of ASD (3 hours)</b></p> <p><b>EXED 612 – Collaboration for Individuals with ASD (3 hours)</b></p> <p><b>EXED 615 – Instructional Strategies and Design in ASD (3 hours)</b></p> <p><b>EXED 618 – Social Skills Instruction and Behavioral Programming in ASD (3 hours)</b></p> <p><b>EXED 619 – Assistive Technology and Communication for ASD (3hours)</b></p> <p><b>Total Program Hours: 30 – 37 hours</b></p> <p><b>Note: Students choosing to complete the Autism Certificate Program will add an additional 3 hours to the program making the total program hours 33-40 hours.</b></p>
EXED 532	Families, Professionals, and Exceptionalities	3																																			
		hours																																			
EXED 530	Advanced Assessment Techniques	3																																			
		hours																																			
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Total of Core Courses		30																																			
		hours																																			
<p><b>Moderate and Severe Disabilities w/ previous MSD Certification</b></p> <p><b>Concentration Code: MSDM</b></p> <p>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. <i>This concentration is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, MSD.</i></p>																																					
<p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <table border="0"> <tr> <td>EXED 615</td> <td>Instr. Strategies and Design for ASD</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 618</td> <td>Social Sk. and Beh. Programming for ASD</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>EXED 599</td> <td>Thesis</td> <td>6</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Subtotal</td> <td></td> <td>12</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> <tr> <td>Total with Core Courses</td> <td></td> <td>30</td> </tr> <tr> <td></td> <td></td> <td>hours</td> </tr> </table>	EXED 615	Instr. Strategies and Design for ASD	3			hours	EXED 618	Social Sk. and Beh. Programming for ASD	3			hours	EXED 599	Thesis	6			hours	Subtotal		12			hours	Total with Core Courses		30			hours							
EXED 615	Instr. Strategies and Design for ASD	3																																			
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<p><i>Specific Course Requirements – 15 hours + 15 hours of core courses</i></p> <table border="0"> <tr> <td>EXED 615</td> <td>Instr. Strategies and Design for</td> <td>3</td> </tr> </table>	EXED 615	Instr. Strategies and Design for	3	<p><b>Program Completion Requirements:</b> Candidates must successfully complete TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) OR EXED 534 – Action Research in Special Education (with advisor approval) and present research</p>																																	
EXED 615	Instr. Strategies and Design for	3																																			

ASD	hours	results in a venue approved by their advisor.	
EXED 618 Social Sk. and Beh. Programming for ASD	3 hours		
EXED 590 Internship in Special Education	3 hours		
EXED 534 Research in Exceptional Education	3 hours		
Subtotal	12 hours		
Total with Core Courses	30 hours		
<b>Moderate and Severe Disabilities w/previous LBD Certification with Focus on Autism</b>			
<b>Concentration Code: MSDL</b>			
This concentration is for those individuals who hold prior certification or a Statement of Eligibility for certification in Exceptional Education, Learning and Behavior Disorders. This 30-hour program consists of course work in the diagnosis and assessment of individuals with moderate and severe disabilities, prescriptive teaching, transitional services programming, and research in Exceptional Education. <i>This option is for those individuals who hold current and valid certification or Statement of Eligibility for certification in Exceptional Education, LBD.</i>			
<i>Specific Course Requirements – 18 hours + 15 hours of core courses</i>			
EXED 517 Transition Services and Programming	3 hours		
EXED 532 Families, Professionals, Exceptionalities	3 hours		
EXED 534 Seminar: Research in Excep. Child Educ.	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		

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

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Advanced Preparation Exceptional Education MSD students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.
- Admission requirements for students entering the Teacher Leader MAE program in Exceptional Education Advanced Preparation MSD, are being modified to be consistent with all other Teacher Leader MAE programs. The intention is that students in all Teacher Leader MAE programs, regardless of specialization component, will be working together in authentic activities within their Teacher Leader courses and forming Professional Learning Communities. Having consistent admission criteria for all Teacher Leader students promotes this atmosphere of collaboration.

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

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

School of Teacher Education:	04/22/2010
CEBS Curriculum Committee	05/4/2010
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Program Inventory Form**

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

Contact Person: Dr. Nedra Atwell, [Nedra.atwell@wku.edu](mailto:Nedra.atwell@wku.edu), 745-4647

**1. Identification of program:**

- 1.1 Current program reference number: 0426
- 1.2 Current program title: Planned Sixth-Year (Rank I) Director of Special Education
- 1.3 Credit hours: 60 graduate hours, including the hours completed toward the master's degree.

**2. Identification of the proposed program changes:**

Dropping the GRE requirement for admission to the Planned Sixth-Year (Rank I) in Director of Special Education.

<b>3. Detailed program description: Current Program</b>	<b>Proposed Program</b>
<p><b>Rank 1 and Certification for Director of Special Education Endorsement (30 hours)</b> The endorsement for Director of Special Education may be recommended when the student has met the following conditions:</p> <ul style="list-style-type: none"> <li>• Hold a valid certificate as a teach of exceptional children or school psychologist in one of the recognized categories of exceptionality</li> <li>• Completed three (3) years of full-time teaching as a teacher of special education or school psychologist</li> <li>• Master's degree from an accredited institution</li> <li>• A 3.0 GPA or above on all graduate work</li> <li>• An acceptable score on the GRE, MAT, or NTE</li> <li>• Recommendations</li> <li>• Gain acceptance to graduate studies</li> <li>• Complete a minimum of 15 graduate hours in the approved program of study with at least 9 hours taken at Western Kentucky University</li> </ul>	<p><u>Admission Requirements:</u> Director of Special Education All Grades</p> <ol style="list-style-type: none"> <li>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current, valid teaching certificate for exceptional children or school psychologist.</li> <li>2. Has a master's degree from an accredited institution.</li> <li>3. Has been recommended for admission by the Exceptional Education Graduate Admission Committee.</li> <li>4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.</li> <li>5. Has a 3.2 GPA or above on all graduate work.</li> </ol>

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

Department faculty feel that a GAP score is not needed for admission to certification programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College



of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

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

Fall 2010

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

School of Teacher Education            4/22/10

CEBS Curriculum Committee            5/4/10\_\_\_\_\_

Professional Education Council            \_\_\_\_\_

Graduate Council (for information)            \_\_\_\_\_

University Senate (for information)            \_\_\_\_\_

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

Contact Person: Dr. Nedra Atwell, [Nedra.atwell@wku.edu](mailto:Nedra.atwell@wku.edu), 745-4647

**1. Identification of program:**

- 1.1 Current program reference number: 132
- 1.2 Current program title: Certification-only in Teacher Education: Director of Special Education
- 1.3 Credit hours: 15 hours

**2. Identification of the proposed program changes:**

Dropping the GRE requirement for admission to the certification program for Director of Special Education.

<b>3. Detailed program description: Current Program</b>	<b>Proposed Program</b>
<p><b>Certification for Director of Special Education Endorsement (15 hours)</b> The endorsement for Director of Special Education may be recommended when the student has met the following conditions:</p> <ul style="list-style-type: none"> <li>• Hold a valid certificate as a teach of exceptional children or school psychologist in one of the recognized categories of exceptionality</li> <li>• Completed three (3) years of full-time teaching as a teacher of special education or school psychologist</li> <li>• Master's degree from an accredited institution</li> <li>• A 3.0 GPA or above on all graduate work</li> <li>• An acceptable score on the GRE, MAT, or NTE</li> <li>• Recommendations</li> <li>• Gain acceptance to graduate studies</li> <li>• Complete a minimum of 15 graduate hours in the approved program of study with at least 9 hours taken at Western Kentucky University</li> </ul>	<p><u>Admission Requirements:</u> Director of Special Education All Grades</p> <ol style="list-style-type: none"> <li>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current, valid teaching certificate for exceptional children or school psychologist.</li> <li>2. Has a master's degree from an accredited institution.</li> <li>3. Has been recommended for admission by the Exceptional Education Graduate Admission Committee.</li> <li>4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.</li> <li>5. Has a 3.2 GPA or above on all graduate work.</li> </ol>

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

Department faculty feel that a GAP score is not needed for admission to certification programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

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

Fall 2010

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

School of Teacher Education	4/22/10
CEBS Curriculum Committee	<u>  5/4/10  </u>
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Dr. Sherry Powers, [sherry.powers@wku.edu](mailto:sherry.powers@wku.edu), 5-4452

1. **Identification of proposed policy revision:** This is a request to increase the waiver granted to majors in Middle Grades Education (#579) in the requirement that the major include at least one-half upper division hours.
2. **Catalog statement of existing policy:** “At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except the minors in the business administration and computer information systems, and majors in social studies, art education, middle grades education, and middle grades science). Students with a minor in business administration or computer information systems receive a 3-hour waiver in upper division coursework in the minor. **Students with a major in social studies receive a 12-hour waiver in the upper division hour requirement in the major field. Art education, middle grades education, and middle grades science majors receive a 6-hour waiver in the major.** A registered nurse (RN) with an associate degree in nursing receives a 6-hour waiver in the upper division hour requirement for the baccalaureate nursing major.”
3. **Catalog statement of proposed policy:** “At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except the minors in the business administration and computer information systems, and majors in social studies, art education, middle grades education, and middle grades science). Students with a minor in business administration or computer information systems receive a 3-hour waiver in upper division coursework in the minor. **Students with majors in social studies and middle grades education receive a 12-hour waiver in the upper division hour requirement in the major field. Art education and middle grades science majors receive a 6-hour waiver in the major.** A registered nurse (RN) with an associate degree in nursing receives a 6-hour waiver in the upper division hour requirement for the baccalaureate nursing major.”
4. **Rationale for proposed policy revision:** The major in middle grades education is a large major, including not only course work in professional education but content courses in two teaching fields. Because prospective middle grades teachers must have breadth of content across several disciplines, this necessarily means that they are required to take mostly lower division courses in the content areas. For example, in order to be certified to teach middle grades social studies, students must complete courses in history, political science, economics, geography, and either sociology or anthropology. Most of the upper division courses MGE students complete are the professional education courses, including PSY 310 *Educational Psychology*, EXED 330 *Introduction to Exceptional*

*Education, MGE 385 Middle Grades Teaching Strategies, LTCY 421 Reading in the Middle School, PSY 421 Psychology of Early Adolescence, a methods course for each content area, and student teaching hours.*

Because MGE students are required to take such a large number of both lower division hours and total program hours, a couple of years ago the faculty in MGE successfully sought approval for a 6-hour blanket exception to the upper division hour requirement (see catalog, p. 17). For main campus MGE students this 6-hour waiver solved the problem. However, it did not solve the problem for some MGE students at the regional campuses.

The problem for MGE students at Elizabethtown and Owensboro is that ECTC and OCTC offer lower level equivalent courses for PSY 310 (EDP 202) and EXED 330 (EDP 203). Because these are available at ECTC and OCTC, most students in those regions take the KCTCS equivalents. Therefore, MGE students at E-town and Owensboro take 6 fewer hours of upper division course work than do students at the main campus, so the present 6-hour exception for MGE students is not enough for them. As a result, it has been necessary to make individual appeals to the Committee on Credits and Graduation for nearly all students in Middle Grades Education at the Elizabethtown and Owensboro campuses. Thus, the faculty request an increase in the exception to 12 hours.

**5. Impact of proposed policy revision on existing academic or non-academic policies:** It is not anticipated that this change will have an impact on other policies. Students granted the waiver in the upper division hour requirement will still be expected to meet the university's requirement of at least 42 hours of upper division credit overall.

**6. Proposed term for implementation:** Fall, 2010

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

School of Teacher Education	<u>03/19/10</u>
CEBS Curriculum Committee	<u>05/04/10</u>
Professional Education Council	_____
UCC Academic Policy Subcommittee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Retta Poe, [retta.poe@wku.edu](mailto:retta.poe@wku.edu), 5-4662

**1. Identification of program:**

- 1.1 Current program reference number: (various). The proposed policy addition will apply to all undergraduate programs leading to initial certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
- 1.2 Current program title: (various). The proposed policy addition will apply to all undergraduate programs leading to initial certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
- 1.3 Credit hours: varies by program

**2. Identification of the proposed program changes:**

- Modifies all programs by adding a field experience policy.

**3. Detailed program description:**

<b>Current policy</b>	<b>Proposed policy</b>
Not applicable; no formal field experience policy statement exists.	WKU undergraduate teacher preparation programs are designed to meet the University's standards for baccalaureate degrees and the Kentucky standards for the designated teaching certificate. All undergraduate professional education programs require completion of field experiences in appropriate off-campus settings as well as student teaching. The number of required hours of field experiences varies by program; however, a minimum of 75 hours of off-campus field experience is required in professional education courses. In addition, all programs require one 16-week or two 8-week full-time student teaching placements, totaling at least 430 hours. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB test, a current physical exam, and a current Kentucky

	criminal background check.
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**4. Rationale for the proposed program change:** The proposed policy is a formalization of informal guidelines that have been followed for many years. Faculty and administrators in undergraduate teacher education programs are putting on program webpages as much information as possible about program requirements, and when we could find no “official” statement of a policy on field placements, we recognized the need to create one. The proposed policy will apply to all undergraduate students in programs leading to initial teacher certification, including programs in Elementary Education; Middle Grades Education; Exceptional Education; Interdisciplinary Early Childhood Education, and P-12, 5-12, and 8-12 Secondary Education.

**5. Proposed term for implementation:** Fall, 2011

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

School of Teacher Education	04/09/10
CEBS Curriculum Committee	05/04/10
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____