



Graduate Council

Agenda—September 8, 2016
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Consideration of August 25, 2016 minutes
3. Committee Reports
 - a. Curriculum Committee (report Included)
 - b. Student Research Grants Committee
 - c. Policy Committee
4. Report from Dean of the Graduate School
5. Public Comments
6. Announcements & Adjourn

Graduate Council Program and Curriculum Committee (GCC)

Report to the Graduate Council

Date: September 8, 2016

From: Kirk Atkinson, Chair

Consent Agenda Report. The GCC submits the following consent items from its August 29, 2016 meeting for approval by the Graduate Council.

1. Create a New Course
 - CNS 500: College Career Readiness Foundations
 - CNS 501: College and Career Consultation and Collaboration
 - CNS 502: College and Career Program Development and Evaluation
 - CNS 503: Practicum in College and Career Readiness
 - LTCY 515, Socio-Cognitive Theories of Comprehension
 - SPED 501, Introduction to Applied Behavior Analysis
 - SPED 502, Positive Behavior Supports
 - SPED 503, Behavior Assessment
 - SPED 504, Effective Instruction to Improve Behavior
 - SPED 505, Ethics Surrounding Behavior Issues
2. Revise Course
 - LTCY 524, Content Area Literacy
3. Revise Program
 - 145: MA in Student Affairs in Higher Education
4. New Certificate Program
 - Advanced Behavior Management Certificate
 - College and Career Readiness

Action Agenda Report. The GCC submits the following ACTION items from its August 29, 2016 meeting for discussion by the Graduate Council. Placing Action Items on the Graduate Council's agenda is unfortunate but unavoidable in this instance.

1. Revise Program
 - 0446: MA in Religious Studies **(Pulled from agenda at request of proponent)**
 - 0457: MAE in Education in Special Education for Teacher Leaders: LBD **(Referred back to GCC)**
2. Create New Course
 - EDU 541, Place-Based Science **(removed from Consent Agenda, placed on Action Agenda during full Council meeting; approved)**
3. New Certificate Program
 - Place-Based Education Certificate **(Tabled in GCC)**

GCC Members Present:

- Dr. Kirk Atkinson, Chair (GFCB) - Email: kirk.atkinson@wku.edu
- Dr. Marge Maxwell, (CEBS) - Email: marge.maxwell@wku.edu
- Dr. Andrew Rosa, (UC) - Email: andrew.rosa@wku.edu
- Dr. Chris Groves, (OCSE) - Email: chris.groves@wku.edu
- Dr. Amy Cappiccie, (CHHS) - Email: amy.cappiccie@wku.edu
- Dr. Dorothea Browder, (PCAL) - Email: dorothea.browder@wku.edu

Please remind all college representatives to use the provided WORD DOCX format forms on the web site (www.wku.edu/gcc) and not old forms from previous proposals or PDF's.

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 500
- 1.2 Course title: College and Career Readiness Foundations
- 1.3 Abbreviated course title: CCR Foundations
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Co-requisites: None
- 1.10 Course description: Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 This course will be used as a part of the required coursework for a new electives option being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). This course will provide an introduction to and foundation in college and career readiness for P-12 faculty and/or administrative staff (teachers, school counselors, principals) who will work with P-12 students in any capacity related to college and career readiness. Learners will gain information about roles of college and career readiness helpers, as well as pertinent legal, ethical and standards-related issues within the school system and with P-12 children.
- 2.2 There is a certificate in Career Services housed in this department which includes various career-related courses (CNS 593 Career Development in Student Affairs and Higher Education; CNS 675 Advanced Career Counseling and Services Administration). However, these courses are designed to provide Student Affairs professionals who work in college settings with advanced knowledge and skills needed to better serve college students and clients. This course is specifically related to training those whom will be working in the P-12 system.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completing this course, students will:

- Gain knowledge regarding relevant ethical and legal considerations for working with students in schools.
- Understand national, state, and local standards related to college and career readiness in schools.
- Gain knowledge about college preparation requirements including standardized tests, structuring essays, letters of recommendation, application completion, and college visitation.
- Understand financial aid resources, application, and process (i.e., applications, scholarships, loans)
- Be able to assist students in academic planning for and throughout: college (i.e., goal setting, matriculation, college applications, course requirements & prerequisites); technical training; military; work force options; and small business opportunities (entrepreneur)
- Be able to identify individual student needs for support in college and career readiness.
- Be able to provide knowledge and support to parents related to college application, financial aid requirements, and career opportunities for students.
- Understand the impact of globalization on careers and the workplace.

3.2 Content outline:

- Ethical and legal issues associated with the school system and minors
- Standards of practice related to college and career readiness in schools
- College preparation requirements including standardized tests, structuring essays, letters of recommendation, application completion, and college visitation.
- College application process (including financial aid resources, application)
- Best practices in career and college planning
- Individual Development and Needs Assessment and Intervention
- Working with the System (providing support to parents)
- Career and Work Globalization

3.3 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.4 Tentative texts and course materials:

(2014). *2015 Scholarship handbook*. New York, NY: The College Board.

(2016). *Getting financial aid 2017*. New York, NY: The College Board.

Bauld, H. (2012). *On writing the college application essay: The key to acceptance at the college of your choice*. New York, NY: Collins Reference.

Chany, K., Martz, G. & Clinton, B. (2015). *Paying for college without going broke*. New York, NY: Penguin Random House LLC.

Conley, D. (2014). *Getting ready for college, careers, and the common core: What every educator needs to know*. San Francisco, CA: Jossey-Bass.

Conley, D. (2012). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass John Wiley

distributor.

- Conley, D. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready*. San Francisco, CA: Jossey-Bass.
- Fiske, E., & Logue, S. (2015). *Fiske guide to colleges 2016*. Naperville, IL: Sourcebooks.
- Gelb, A. (2013). *Conquering the college admissions essay in 10 steps: crafting a winning personal statement*. New York, NY: Ten Speed Press.
- Ivey, A., & Chisolm, A. (2013). *How to prepare a standout college application: Expert advice that takes you from LMO* (*like many others) to admit*. San Francisco, CA: Jossey-Bass, a Wiley brand.
- Johnson, D. (2014). *School law primer: A working legal guide for educational leaders*. Middletown, DE: CreateSpace Independent Publishing Platform.
- Mamlet, R. & VanDeVelde, C. (2011). *College admission: From application to acceptance, step by step*. New York, NY: Three Rivers Press.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses, as well as adjunct instructors who have training, skills and expertise in the area. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

Department	March 23, 2016
College Curriculum Committee	April 19, 2016
Professional Education Council (if applicable)	May 11, 2016
Graduate Council	September 8, 2016
University Senate	

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 501
- 1.2 Course title: College and Career Consultation & Collaboration
- 1.3 Abbreviated course title: Consultation and Collaboration
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Co-requisites: None
- 1.10 Course description: Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 This course will be used as a part of the required coursework for a new electives option being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). This course will provide information related to consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems. These concepts are especially important as anyone working in the college and career readiness role should be aware of what is happening in the larger system (i.e., potential employment opportunities; career related opportunities through Chamber of Commerce initiatives). Additionally, college and career readiness helpers will be working with and consulting with other stakeholders such as parents, the school counselor, and select other in-house staff. Further, this course will offer opportunities in practicing and applying consultation related models and skills.
- 2.2 There is a certificate in Career Services housed in this department which includes various career-related courses (CNS 593 Career Development in Student Affairs and Higher Education; CNS 675 Advanced Career Counseling and Services Administration). However, these courses are designed to provide Student Affairs professionals who work in college settings with advanced knowledge and skills needed to better serve college students and clients. This course is specifically related to training those whom will be working in the P-12 system.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completing this course, students will:
 - Understand basic consultation models pertaining to working with systems/individuals
 - Gain knowledge about the past, present, and future regional industry trends regarding education and employment opportunities that support growing economies

- Build professional relationships and develop partnerships within education and industry in order to connect students to college and career resources and opportunities
- Apply basic professional consultation models and concepts by seeking consultation from a local business partner in order to create an effective educational or guidance lesson in their specialty area relevant to regional career opportunities
- Apply knowledge of professional consultation models and concepts by providing consultation to an educational professional on integrating CCR-related material into their classroom
- Understand how to make college and career-related topics relevant to course material across a variety of specialty areas
- Expand knowledge of various regional business by conducting professionally appropriate informational interviews, site visits, and/or virtual tours

3.3 Content outline:

- Basic consultation models pertaining to working with systems/individuals
- Trends within industry regarding education and employment opportunities to support a growing economy
- Relevant professional relationships and partnerships within education and industry by which students are connected to college and career resources and opportunities
- Best practice in applying consultation models and concepts within various systems (school, community)
- College and career-related topics relevant across a variety of specialty areas
- Regional and local businesses and industry

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

- Brigman, G. (2005). *School counselor consultation: Developing skills for working effectively with parents, teachers, and other school personnel*. Hoboken, NJ: J. Wiley & Sons.
- Dettmer, P., Thurston, L. P., & Dyck, N. J. (2004). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston, MA: Allyn & Bacon.
- Crothers, L.M., Hugheys, T. L., Morine, K. A., & Erchul, W. (2008). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. New York, NY: Routledge.
- Erchul, W., & Martens, B. K. (2012). *School consultation: Conceptual and empirical bases of practice* (3rd ed.). New York, NY: Springer.
- Kampwirth, T.J., & Powers, K.M. (2011). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (4th ed.). New York, NY: Pearson.
- Thorsborne, M., & Blood, P. (2013). *Implementing restorative practice in schools a practical guide to transforming school communities*. Philadelphia, PA: Jessica Kingsley Publishers.
- Thousand, J., Villa, R. & Nevin, A. (2015). *Differentiating instruction: planning for universal design and teaching for college and career readiness*. Thousand Oaks, CA: Corwin.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses, as well as adjunct instructors who have training, skills and expertise in the area. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

Department	March 23, 2016
College Curriculum Committee	April 19, 2016
Professional Education Council (if applicable)	May 11, 2016
Graduate Council	September 8, 2016
University Senate	

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 502
- 1.2 Course title: College and Career Program Development & Evaluation
- 1.3 Abbreviated course title: Program Development & Evaluation
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Program development and evaluation, with emphasis on P-16 college and career development and readiness
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 This course will be used as a part of the required coursework for a new electives option being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). Those working in the college and career readiness role will be responsible for developing programs such as career fairs, in-house (school) career and readiness programmatic activities. Additionally, having competence in program evaluation will be essential for maintaining, revising and sustaining successful college and career readiness programs.
- 2.2 There is a certificate in Career Services housed in this department which includes various career-related courses (CNS 593 Career Development in Student Affairs and Higher Education; CNS 675 Advanced Career Counseling and Services Administration). However, these courses are designed to provide Student Affairs professionals who work in college settings with advanced knowledge and skills needed to better serve college students and clients. This course is specifically related to training those whom will be working in the P-12 system.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completing this course, students will:
 - Understand and analyze school assessment and accountability data to determine areas in need of CCR programming
 - Be able to select effective content delivery formats for various student age groups, socio-economic statuses, and cultural groups.
 - Understand how to develop, deliver, and evaluate CCR programs for students, parents, teachers, and other stakeholders, with special considerations for diverse populations and students at risk of exclusion

- Be able to develop and host college and/or career fairs, workshop, and other events
- Understand systemic budgetary practices, grant funding, and working with a minimal budget in programming
- Understand how to appropriately market events in order to promote college and career resources, events, and/or workshops
- Understand basic psychoeducational group theory in order to effectively deliver CCR programs in small or large groups
- Develop competencies in order to conduct small or large psychoeducational groups related to college and/or career preparation
- Understand, create, and use experiential activities in different settings with varying age groups
- Be able to facilitate and demonstrate career preparation activities (i.e., college applications, resume critiques, internship/externship, job search competencies, interview skills)
- Be able to identify and foster transferable life skills and specific job skills necessary to be successful in college and a career

3.3 Content outline:

- School assessment and accountability data
- School budgetary practices including external funding opportunities
- Program development and evaluation models and concepts
- Content delivery formats with attention on student development, socio-economic statuses, and cultural groups
- Development and marketing of college and/or career fairs, workshop, and other events
- Psychoeducational group theory and application, with an emphasis on college and career readiness
- Individual-based interventions focused on career exploration and preparation, with an emphasis on college and career readiness

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

- Burris, C., & Garrity, D. (2012). *Opening the common core how to bring all students to college and career readiness*. Thousand Oaks, CA: Corwin Press.
- Bernhardt, V. (2016). *Data, data everywhere: Bringing all the data together for continuous school improvement*. New York, NY: Routledge.
- Fitzpatrick, C., & Costantini, K. (2011). *Counseling 21st century students for optimal college and career readiness: A 9th-12th grade curriculum*. New York, NY: Routledge.
- Spaulding, D. (2014). *Program evaluation in practice: core concepts and examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses, as well as adjunct

instructors who have training, skills and expertise in the area. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.

- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

Department	March 23, 2016
College Curriculum Committee	April 19, 2016
Professional Education Council (if applicable)	May 11, 2016
Graduate Council	September 8, 2016
University Senate	

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 503
- 1.2 Course title: Practicum in College and Career Readiness
- 1.3 Abbreviated course title: Practicum in CCR
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: CNS 500 College and Career Readiness Foundations
CNS 556 Developmental Career Counseling
- 1.9 Corequisites: None
- 1.10 Course description: Supervised experiences in college and career readiness setting/s.
Prerequisites required.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 This course will be used as a part of the required coursework for a new electives option being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). This practicum course provides the opportunity to practice the knowledge and skills acquired in CNS 500, CNS 501, CNS 502 and CNS 556 in college and career readiness settings (i.e., in P-12 setting. Learners will be applying concepts and skills while under supervision from CNS faculty.
- 2.2 There is a certificate in Career Services housed in this department which includes various career-related courses (CNS 593 Career Development in Student Affairs and Higher Education; CNS 675 Advanced Career Counseling and Services Administration; CNS 595 Internship in Career Counseling). However, these courses are designed to provide Student Affairs professionals who work in college settings with advanced knowledge and skills needed to better serve college students and clients. This course is specifically related to training those whom will be working in the P-12 system.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completing this course, students will:
 - Be able to conduct intake interviews and comprehensive career assessments
 - Understand how to identify and employ strategies to help clients develop skills needed to make life-work role transitions
 - Be able to help clients acquire a set of employability, job search, and job creation skills
 - Gain competence in assisting students in the appropriate use of technology for career information and planning

- Be able to market and promote career counseling activities and services
- Be able to identify, acquire, and evaluate career information resources relevant for diverse populations
- Understand how to plan, implement, and administer career counseling programs and services

3.3 Content outline:

- Basic interview assessments and interviews
- Helping relationship skills
- Technological-based interventions
- Advanced marketing and promotion skills, application of
- Evaluation and critique of appropriate resources for students

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

Conley, D. (2012). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass John Wiley distributor.

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practice in schools a practical guide to transforming school communities*. Philadelphia, PA: Jessica Kingsley Publishers.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses, as well as adjunct instructors who have training, skills and expertise in the area. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

Department	March 23, 2016
College Curriculum Committee	April 19, 2016
Professional Education Council (if applicable)	May 11, 2016
Graduate Council	September 8, 2016
University Senate	

Create a New Course

(Action)

Date: April 1, 2016

College, Department: College of Education and Behavioral Sciences, School of Teacher Education

Contact Person: Pamela Petty, Pamela.petty@wku.edu, 745-2809

1. Proposed course:

- 1.12 Course prefix (subject area) and number: LTCY 515
- 1.13 Course title: Socio-Cognitive Theories of Comprehension
- 1.14 Abbreviated course title: Socio-Cog Theories of Compreh (maximum of 30 characters or spaces)
- 1.15 Credit hours: 3
- 1.16 Variable credit (yes or no): No
- 1.17 Repeatable (yes or no) for total of 0 hours:
- 1.18 Grade type: Standard Letter Grade
- 1.19 Prerequisites:
- 1.20 Corequisites: None
- 1.21 Course description:

A study of cognitive, linguistic, and sociocultural factors that affect comprehension, including native language, how comprehension works, and how people make sense of print cues and visual cues by understanding the comprehension process from various theoretical stance

- 1.22 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course addresses a need for a theoretical course in the cognitive processes of comprehension at the graduate level. Educational programs of study can use this course to enhance their students' understanding of the cognitive processes of reading and viewing with expected interest in elementary, middle, secondary, special education programs, adult education, and ESL programs of study. The community at large has an interest in learning more about how the brain processes print and visual cues and makes sense of print, either for themselves and their own personal growth or for a child or other struggling reader with whom they may work. This course will be available to serve as a restricted elective in a variety of graduate programs.

- 2.2 Relationship of the proposed course to other courses at WKU:

There are a number of graduate-level literacy courses offered at WKU. All current graduate literacy courses fall within the Masters of Arts in Education (MAE) Literacy Education program, the Certificate of Literacy in Post-Secondary Settings, or service courses within the Masters of Arts in Teaching (MAT). The MAE in Literacy Education at WKU focuses on the practitioner-based instructional practices of teaching, assessing, and providing intervention for all readers.

The Certificate in Post-Secondary Settings is specific for non-certified teachers who teach reading or aspire to teach reading at the post-secondary level.

Additionally, the existing literacy courses are for classroom teachers, are approved by the EPSB, and are part of programs of study that lead to Masters level (Rank changes) in Kentucky. The students who take those courses are currently certified teachers or are working on certification to teach in Kentucky. The proposed course is appropriate as a restricted elective in certain educational programs, but is also designed for a broader audience of learners who desire to understand their own and others' cognitive processes related to decoding, comprehending, and interacting with print in a variety of formats.

PSY 510 Advanced Educational Psychology is offered and described in the WKU graduate catalog as, "Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment. The proposed course narrows the focus from learning in general to very specific theories of reading allowing for deep focus only on aspects of learning to read and to improve reading skills.

PSYS 431G is offered and described in the WKU catalog as, "Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms." LTCY 515 is a narrow focus on language only as it refers to reading, learning to read, and the skills/strategies associated with comprehending and processing print.

3. Discussion of proposed course:

3.5 Schedule type: L (Lecture)

3.6 Learning Outcomes:

Graduate students will:

1. Compare and contrast major theories of literacy and reading processes and their connections to research;
2. Define and demonstrate knowledge of reading processes and how language and culture influence these processes;
3. Analyze the role of linguistic, sociological, cultural, cognitive, and psychological bases in the reading process;

4. Identify and interpret key theories for how people interpret complex print;
5. Explain the role of background knowledge in each theory of reading;
6. Respond to varied theoretical perspectives and scientific research in relation to their own literacy growth and/or to aid literacy growth in others;
7. Formulate personal responses to the techniques they utilize as they process print in their first or second languages;

3.7 Content outline:

- Introduction—Perception, Illusions, Seeing, and Believing. Iser, Wolfgang. "The Reading Process: A Phenomenological Approach." In *The Critical Tradition*, pp. 1002-14. <http://www.yovisto.com/video/21434>
- The Complex Processes of Reading: The Grand Illusion in Reading
- Cognitive Processing: Reading with Our Brains
- Deep Comprehension and Schema: Making Sense: Putting Together What We Know About Reading
- Vocabulary Growth and Use: Words on Words and Wording
- Sound-Symbol Relationship: The Visible Level of Written Language: The Graphophonic Relations

3.8 Student expectations and requirements:

Student expectations and course requirements may include such activities as directed and reflective readings, group discussions based on active reading assignments, metacognitive analysis papers, and conducting presentations of critical concepts. All assignments will be evaluated and will contribute to the final grade in the course.

3.9 Tentative texts and course materials:

Goodman, K., Fries, P.H., & Strauss, S.L. (2016). *Reading – The grand illusion: How and why people make sense of print*. NY: Routledge.

Iser, Wolfgang. "The Reading Process: A Phenomenological Approach." In *The Critical Tradition*, pp. 1002-14. <http://www.yovisto.com/video/21434>

4. Budget implications:

- 4.2 Proposed method of staffing: Existing
- 4.2 Special equipment, materials, or library resources needed: None

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

Department	<u>4/15/2016</u>
College Curriculum Committee	<u>5/3/2016</u>
Professional Education Council (if applicable)	<u>5-11-2016</u>
Graduate Council	<u>September 8, 2016</u>
University Senate	<u>_____</u>

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course

(Action)

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, christina.noel@wku.edu, (270)745-5422

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 501
- 1.2 Course title: Introduction to Applied Behavior Analysis
- 1.3 Abbreviated course title: Intro App Behavior
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.23 Variable credit (yes or no): no
- 1.24 Repeatable (yes or **no**) for total of __0_ hours:
- 1.25 Grade type: Standard letter grade
- 1.26 Prerequisites: none
- 1.27 Corequisites: none
- 1.28 Course description: This course provides an introduction to the concepts, theories and principles of applied behavior analysis.
- 1.29 Course cross-list: none

2. Rationale:

- 2.3 Reason for developing the proposed course: This course will provide foundational knowledge for students on the role of behavior in applied settings. This course is intended for any candidate who meets program admission requirements and intends to pursue in-depth study on behavior in applied settings.
- 2.4 Relationship of the proposed course to other courses at WKU: PSY 511 *Psychology of Learning* is a course that prospective candidates can take in lieu of SPED 501. The program requirements to be accepted into the Psychology program are different. However, if students meet Psychology department requirements, PSY 511 would be accepted in lieu of SPED 501.

3. Discussion of proposed course:

- 3.10 Schedule type: Lecture/lab
- 3.11 Learning Outcomes: The learning outcomes and content are aligned with the standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).

- Describe and understand the basic principles of behaviorism, applied behavior analysis, and operant conditioning.
 - Understand how to increase behaviors through processes such as differential reinforcement, shaping, chaining, and self-management techniques.
 - Understand how to decrease behaviors through processes such as time-out, punishment, and extinction.
 - Understand the role of environmental factors in the occurrence of behavior.
 - Understand and identify the possible functions of behavior
- 3.12 Content outline:
- Theory and history of behaviorism and applied behavior analysis
 - Basic principles of operant and respondent conditioning
 - Principles of how to change behaviors, such as reinforcement, extinction and punishment
 - The role of environmental variables of behavior
 - Theories and methodologies of teaching and learning (ASCI3 K2)
 - Identify and use the research literature to resolve issues of professional practice (ASCI4 S3)
- 3.13 Student expectations and requirements: Candidates will be expected to participate in this course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on the acquisition of basic principles and concepts, so candidates will be expected to take four quizzes and one final exam. Additional projects in the form of discussion board posts, papers, and reflections may also be required.
- 3.14 Tentative texts and course materials:
Cooper, J. O., Heron, T.E. & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

4. Budget implications:

- 4.3 Proposed method of staffing: Existing special education faculty will teach the courses
- 4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. Term for implementation: Summer, 2017

6. Dates of committee approvals:

Department	<u>12-9-2015</u>
College Curriculum Committee	<u>5-3-2016</u>
Professional Education Council (if applicable)	<u>5-11-2016</u>
Graduate Council	September 8, 2016
University Senate	_____

****New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.**

Create a New Course

(Action)

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, christina.noel@wku.edu, (270) 745-5422

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 502
- 1.2 Course title: Positive Behavior Supports
- 1.3 Abbreviated course title: Positive Behavior Supports
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or **no**) for total of __0_ hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: none
- 1.9 Corequisites: none
- 1.10 Course description: This class will focus on methods and models of positive behavior management in group settings for school-aged learners with behavior problems.
- 1.11 Course cross-list: none

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will provide candidates with strategies they can implement in classroom-type settings to improve behavioral outcomes. Positive classroom management skills are listed as one of the most desired and needed skills desired by area schools. This course will help candidates learn the skills to be successful in these environments.
- 2.2 Relationship of the proposed course to other courses at WKU: PSY 519, *Psychological Perspectives on Classroom Behavior* is a course that prospective candidates can take in lieu of SPED 502. The course description is “[s]trategies and techniques designed for coping with problem behaviors in the classroom. Covers both preventative and problem encounter measures.” If they meet the enrollment requirements for the Psychology Department for their graduate programs.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes: The learning outcomes and content are aligned with the standards for the Learned Society and can be found here

(<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).

- Identify and describe the current models of classroom management at local, state, and national levels.
- Identify specific classroom management techniques to improve behavior, such as group contingencies, token economies, behavior contracts, and self-monitoring.
- Identify evidence-based practices to improve classroom management.
- Distinguish between school-wide, class-wide, and individual behavior strategies.

3.3 Content outline:

- Effects of the cultural and environmental milieu of the child and the family on behavior and learning (ASCI K1)
- Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences (ASCI S1)
- Developmentally appropriate strategies for modifying instructional methods and the learning environment (ASCI 3 K6)
- Specific procedures for increasing desired behaviors, such as token economies, behavior contracts, group contingencies, and preference and choice
- Specific procedures for decreasing undesired behaviors, such as time-out, restraint, and extinction

3.4 Student expectations and requirements: Candidates will be expected to participate in this course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying and understanding various classroom management techniques, so candidates will be assessed through research papers, cases study analyses and short answer assignments.

3.5 Tentative texts and course materials:

Hall, J. A., & Scheurmann, B. K. (2012) *Positive behavioral supports for the classroom* (2nd ed). Upper Saddle River, NJ: Merrill, Prentice Hall.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. (2009). *Exceptional learners: Introduction to special education* (11th ed.). Boston: Allyn & Bacon.

4. Budget implications:

4.1 Proposed method of staffing: Existing special education faculty will teach the courses

4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. Term for implementation: Summer, 2017

6. Dates of committee approvals:

Department	<u>12-9-2015</u>
College Curriculum Committee	<u>5-3-2016</u>
Professional Education Council (if applicable)	<u>5-11-2016</u>
Graduate Council	September 8, 2016
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course

(Action)

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, christina.noel@wku.edu, (270)745-5422

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 503
- 1.2 Course title: Behavior Assessment
- 1.3 Abbreviated course title: Behavior Assessment
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or **no**) for total of __0__ hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: none
- 1.9 Corequisites: none
- 1.10 Course description: This class will focus on how to accurately define, assess and measure behavior and learn how to conduct a function-based assessment.
- 1.11 Course cross-list: none

2. Rationale:

- 2.1 Reason for developing the proposed course: When trying to promote positive behavior change, a key component of doing so is to accurately define and record data. The current practice in the field of education and behaviorism is to conduct a function-based assessment (FBA). This course will address the different skills necessary to collect and analyze data and use these data to conduct an FBA.
- 2.2 Relationship of the proposed course to other courses at WKU: PSY 561 is an upper level Psychology course that focuses on different types of educational assessments. One of the methods they discuss is the FBA, however, our proposed course will only target FBAs and not other educational assessments.
- 3.1 Schedule type: Lecture/lab
- 3.2 Learning Outcomes: The learning outcomes and content are aligned with standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>)
 - Understand different data collection methods used when measuring behavior such as frequency, rate, latency, duration, and inter-response time.
 - Develop a visual representation of the collected data (i.e. graph).
 - Understand the key steps needed to take to conduct an FBA

Create a New Course

(Action)

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/

Department of Special Education

Contact Person: Christina Noel, christina.noel@wku.edu, (270)745-5422

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 504
- 1.2 Course title: Instruction to Improve Behavior
- 1.3 Abbreviated course title: Instruction to Improve Behavior
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or **no**) for total of __0__ hours:
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: none
- 1.9 Corequisites: none
- 1.10 Course description: This course examines how evidence-based instructional practices can be used to improve academics, social skills, functional skills, and behaviors.
- 1.11 Course equivalency: none

2. Rationale:

- 2.1 Reason for developing the proposed course: Delivering high quality instruction has a positive effect on desired classroom or small group behavior. The more effective the teaching, the less likely there will be problem behavior. This course will provide candidates with the skills to identify and prepare evidence-based instruction. This course will focus on teaching principles and pedagogies that result in good classroom management.
- 2.2 Relationship of the proposed course to other courses at WKU: There are courses that focus on quality instruction in specific areas. For example, SPED 535, *Curriculum for individuals with Moderate to Severe Disabilities*, teaches high quality instruction for students multiple and severe disabilities and SPED 533, *Seminar: Curriculum for Learning and Behavior Disorders*, teaches high quality instruction for students with mild disabilities, but no course covers general learners and the relationship between quality instruction and behavior. Additionally, TCHL 545 *Classroom Instructional Strategies* focuses on a broad array of instructional strategies, but there are no other courses that focus on the direct relationship between instruction and behavior.

3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

3.2 Learning Outcomes: The learning outcomes and content are aligned with standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>)

- Identify evidence-based practice and curricula that are high quality and can be used for students with behavior problems.
- Identify teacher behavior associated with good classroom management, such as providing opportunities to respond, scaffolding instruction, and using assessment to drive instruction.
- Learn the process of developing and implementing Individual Educational Programs and goals specifically addressing behavioral concerns
- Understand the cultural and environmental milieu of the child and family on behavior and learning
- Identify methods for adapting and modifying existing curriculum

3.3 Content outline:

- How to identify and interpret of evidence-based practices in education
- Specific evidence-based practices, opportunities to respond, scaffolding, differentiation, and quality curricula (ASCI4 K1).
- Improve current instructional programs using principles of curriculum development and modification (ASCI3 S3).
- Incorporate essential components into individualized education plans (ASCI3 S3).
- Connect educational standards to specialized instruction (ASCI3 S2)
- Roles of educators in integrated settings (ASCI7 K2)
- Collaborate to enhance opportunities for learners with exceptionalities (ASCI 7 S1).

3.4 Student expectations and requirements: Candidates will be expected to participate in this course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying evidence-based instructional practices. Candidates will be expected to write research papers, engage in blackboard discussions, and create a teaching portfolio. The candidate will also be expected to find a classroom-type setting during which he/she can practice some of the instructional techniques being discussed.

3.5 Tentative texts and course materials:

Lane, R. L., Menzies, H. M., Bruhn, A. L., & Crnabori, M. (2011). *Managing challenging*

behaviors in schools: Research based strategies that work. New York, NY: The Guilford Press.

4. Budget implications:

4.1 Proposed method of staffing: Existing faculty from special education will teach these courses.

Create a New Course

(Action)

Date: November 13, 2015

College, Department: College of Education and Behavior Sciences/ School of Teacher Education/
Department of Special Education

Contact Person: Christina Noel, christina.noel@wku.edu, (270) 745-5422

1. Proposed course:

- 1.1 Course prefix (subject area) and number: SPED 505
- 1.2 Course title: Ethics Surrounding Behavior Issues
- 1.3 Abbreviated course title: Ethics Surround Behavior
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or **no**) for total of __0__ hours:
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: none
- 1.9 Corequisites: none
- 1.10 Course description: This course examines legislation, regulations, court decisions, and ethical standards that impact practice in schools and other agencies for school-age learners with behavior problems.
- 1.11 Course equivalency: none

2. Rationale:

- 2.1 Reason for developing the proposed course: All individuals who address behavior issues must be well trained in the ethical mandates as determined by the law, court cases and standards created by learned societies. This course is structured around the professional and ethical guidelines candidates must follow if they actively address behavior issues with children. It also addresses how to collaborate with families and other professionals in the field to create safe environments and document interventions.
- 2.2 Relationship of the proposed course to other courses at WKU: There are courses that cover the legal and financial aspects of special education and educational leadership. For example, SPED 630 *Special Education Law and Finance* and EDAD 677 *Legal Issues for Professional Educators*, but the proposed course will focus on ethical and legal implications of students with behavior problems in school settings. There are no other courses that have this focus for school-aged children.

3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

3.2 Learning Outcomes. The learning outcomes and content are aligned with standards for the Learned Society and can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>).

- Describe and understand the guidelines for ethical behavior from organizations associated with school-age learners.
- Apply the guidelines of ethical behavior to functional-based assessments, instructional principles, classroom teaching, and collaboration.
- Demonstrate best practices for documenting intervention systems

3.3 Content outline:

- Examine the ethical guidelines from national organizations such as the National Association of School Psychologists, Association of Behavior Analysis International, and American Psychological Association (ASCI6 K1)
- Legal rights and responsibilities of individuals, staff, parents/guardians (ASCI6 K2)
- Human rights of individuals with exceptionalities and their families (ASC16 A3)
- Use of ethical and legal discipline strategies (ASCI6 S3)
- Read and understand national and state regulations regarding the use of punishment, seclusion and restraint (ASCI5 K5)
- Promote a free appropriate education in the least restrictive environment (ASCI5 S1)

3.4 Student expectations and requirements: Students will be expected to participate in this course through frequent interaction with the material and with each other using the WKU Blackboard site. This course will focus on identifying evidence-based instructional practices. Students will be expected to write research papers, engage in case study analyses, and complete short answer exams.

3.5 Tentative texts and course materials:

Most assignments for this course will be scholarly articles.

4. Budget implications:

4.1 Proposed method of staffing: Existing faculty from special education will teach courses.

4.2 Special equipment, materials, or library resources needed: No special equipment, materials, or library resources will be needed. Current library resources are adequate.

5. **Term for implementation:** Summer, 2017.

6. **Dates of committee approvals:**

Department	<u>12-9-2015</u>
College Curriculum Committee	<u>5-3-2016</u>
Professional Education Council (if applicable)	<u>5-11-2016</u>
Graduate Council	September 8, 2016
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: March 14, 2016

College, Department: CEBS, School of Teacher Education

Contact Person: Nancy Hulan, nancy.hulan@wku.edu, 270-745-4324

1. Identification of course

1.1 Course prefix (subject area) and number: LTCY 524

1.2 Course title: Content Area Literacy

2. Proposed change(s):

2.1 course number:

2.2 course title:

2.3 credit hours:

2.4 grade type:

2.5 prerequisites: No prerequisite.

2.6 corequisites:

2.7 course description:

2.8 other:

3. Rationale for revision of course: A recent mandate (16 KAR 5:060) requires all students receiving initial teacher certification to take a content area literacy course. The removal of the prerequisite for students in this position would allow this course to meet the mandate.

4. Term of implementation: Fall 2017

5. Dates of committee approvals:

Department

03/18/2016

College Curriculum Committee

04/05/16

Professional Education Council (if applicable)

5/11/16

Graduate Council

September 8, 2016

University Senate

**Revise a Program
(Action)**

Date: March 23, 2016

College: Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4849

1. Identification of program:

1.1 Reference number: 145

1.2 Program title: Student Affairs in Higher Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

- Change number of hours required for the degree from 48 to 42
- Create a 'core' of 11 required classes:
 - CNS 594 Research Methods in Student Affairs and Higher Education
 - CNS 571 Introduction to Student Affairs
 - CNS 572 The College Student Experience
 - CNS 574 Student Development in Higher Education
 - CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
 - CNS 585 Leadership and Administration in Student Affairs
 - CNS 605 Social and Cultural Diversity in Higher Education
 - CNS 610 Assessment and Accountability in Student Affairs and Higher Education
 - CNS 670 Parameters of Law in Student Affairs and Higher Education
 - CNS 595 Internship in Student Affairs (6 hours)
- Create a set of 6 restricted elective courses from which students must choose 3:
 - CNS 581 International Students and Student Services
 - CNS 589 Group Dynamics in Student Affairs and Higher Education
 - CNS 593 Career Development in Student Affairs and Higher Education
 - CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
 - CNS 604 Resource Management in Student Affairs and Higher Education
 - CNS 675 Advanced Career Counseling and Services Administration

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
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4. Rationale:

The 48-hour master's degree program in Student Affairs in Higher Education was designed to meet the 1994 CACREP (Council for the Accreditation of Counseling and Related Educational Programs) Standards. CACREP no longer accredits student affairs programs; the organization focuses exclusively on counseling programs. Most master's degree programs currently follow the Council for the Advancement of Standards (CAS) Standards for Master's Level Student Affairs Professional Preparation Programs (http://www.cas.edu/blog_home.asp?Display=20) The MAE degree program in Student Affairs in Higher Education can meet the CAS Standards with a 42-hour program.

This reduction is also consistent with national trends for comparable programs across the nation and will help the program be more competitive with respect to the recruitment of graduate students.

- Create a 'core' of 11 required classes:
 - CNS 594 Research Methods in Student Affairs and Higher Education
 - CNS 571 Introduction to Student Affairs
 - CNS 572 The College Student Experience
 - CNS 574 Student Development in Higher Education
 - CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
 - CNS 585 Leadership and Administration in Student Affairs
 - CNS 605 Social and Cultural Diversity in Higher Education
 - CNS 610 Assessment and Accountability in Student Affairs and Higher Education
 - CNS 670 Parameters of Law in Student Affairs and Higher Education
 - CNS 595 Internship in Student Affairs (6 hours)

This required 'core' keeps the program in alignment with applicable CAS Standards while providing a solid education in the knowledge, skills and competencies associated with the student affairs profession in the 21st century. These courses form the common foundation all student affairs professionals need to be successful in the field.

- Create a set of 6 restricted elective courses from which students must choose 3:
 - CNS 581 International Students and Student Services
 - CNS 589 Group Dynamics in Student Affairs and Higher Education
 - CNS 593 Career Development in Student Affairs and Higher Education
 - CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
 - CNS 604 Resource Management in Student Affairs and Higher Education

- CNS 675 Advanced Career Counseling and Services Administration

Requiring students to choose three courses from these six restricted electives allows them to customize the program to their particular educational and career needs. Different areas of student affairs work require different specialized knowledge, skills and competencies. Student who plan to work with international students, for example, need a different configuration of course than student who plan to focus more intently on career services. The restricted electives component allows students the flexibility they need to create a program that meets their individual needs.

5. Proposed term for implementation: Fall 2017

6. Dates of committee approvals:

Department	<u>March 23, 2016</u>
College Curriculum Committee	<u>April 19, 2016</u>
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	<u>September 8, 2016</u>
University Senate	<u></u>

**Certificate Program - Create New
(Action)**

Date: November 13, 2015

College: College of Education and Behavior Sciences

Department: School of Teacher Education/ Department of Special Education

Contact Person: Christina Noel, christina.noel@wku.edu, (270) 745-4255

1. Identification of program:

1.30 Program title: Advanced Behavior Management Certificate

1.31 Required hours: 15

1.32 Program Description: This certificate program offers five courses that specialize in behavior management techniques for school-aged children. Through the progression of the courses, candidates will learn how to define and assess problem behaviors, and develop evidence-based interventions to decrease problem behaviors and increase prosocial behaviors and improve academic outcomes. This certificate is appropriate for anyone working in a P-12 setting and may include classroom teachers, school counselors, speech pathologists, occupational therapists, paraprofessionals, and other school related personnel. It may also be beneficial to parents, camp counselors, and after-school personnel. The courses are written with content appropriate for varied supervision roles that school personnel working with P-12 students may encounter. There are a number of courses that have similar content in the Psychology Master's program; however, the proposed certificate is created for professionals who are not interested in pursuing a graduate degree in psychology, but are interested in learning about targeted behavior management techniques. This certificate is targeted for these diverse roles.

1.33 Classification of Instructional Program Code (CIP): 42.2814

2 Learning outcomes of the proposed certificate program: The learning outcomes are aligned with the Council for Exceptional Children's Emotional and Behavior specialty standards. These standards best address overall behavior issues and are supported by evidenced-based practices appropriate for all school-aged students with behavioral issues. The learning outcomes are separated by knowledge, preparation, and skills. Standards for the Learned Society can be found here (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>). CEC Advanced Preparation Standard 1 Assessment

Knowledge and Skills

ASCI1 K1	Evaluation process and determination of eligibility.
ASCI1 K2	Variety of methods for assessing and evaluating the performance of individuals with exceptionalities.
ASCI1 K3	Strategies for identifying individuals with exceptionalities.

ASCI1 K4	Evaluate an individual's success in the general education curriculum.
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ASCI1 S1	Design and use methods for assessing and evaluating programs.
ASCI1 S2	Design and implement research activities to examine the effectiveness of instructional practices.
ASCI1 S3	Advocate for evidence based practices in assessment.
ASCI1 S4	Report the assessment of individuals' performance and evaluation of instructional programs.

B. CEC Advanced Preparation Standard 3

Programs, Services, and Outcomes

Knowledge and Skills

ASCI3 K1	Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
ASCI3 K2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
ASCI3 K3	Continuum of program options and services available to individuals with exceptionalities.
ASCI3 K4	Prereferral intervention processes and strategies.
ASCI3 K5	Process of developing Individual Educational Programs (IEP).
ASCI3 K6	Developmentally appropriate strategies for modifying instructional methods and the learning environment.

ASCI3 S1	Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences.
ASCI3 S2	Connect educational standards to specialized instructional services.
ASCI3 S3	Improve instructional programs using principles of curriculum development and modification, and learning theory.
ASCI3 S4	Incorporate essential components into individualized education plans.

C. CEC Advanced Preparation Standard 4

Research & Inquiry

Knowledge

ASCI4 K1	Evidence-based practices validated for specific characteristics of learners and settings.
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ASCI4 S1	Identify and use the research literature to resolve issues of professional practice.
ASCI4 S2	Evaluate and modify instructional practices
ASCI4 S3	Use educational research to improve instruction intervention strategies, and curricular materials.

D. CEC Advanced Preparation Standard 5 Leadership and Policy

Knowledge and Skills

ASCI5 K1	Needs of different groups in a pluralistic society.
ASCI5 K2	Evidence-based theories of organizational and educational leadership.
ASCI5 K3	Emerging issues and trends that potentially affect the school community and the mission of the school.
ASCI5 K4	Federal and State education laws and regulations.
ASCI5 K5	Current legal, regulatory, and ethical issues affecting education.
ASCI5 K6	Responsibilities and functions of school committees and boards.

ASCI5 S1	Promote a free appropriate public education in the least restrictive.
ASCI5 S2	Promote high expectations for self, staff, and individuals with exceptionalities.
ASCI5 S3	Advocate for educational policy within the context of evidence-based practices.
ASCI5 S4	Mentor teacher candidates, newly certified teachers and other colleagues.

E. CEC Advanced Preparation Standard 6 Professional and Ethical Practice

Knowledge and Skills

ASCI6 K1	Legal rights and responsibilities of individuals, staff, and parents/guardians.
ASCI6 K2	Moral and ethical responsibilities of educators.
ASCI6 K3	Human rights of individuals with exceptionalities and their families.

ASCI6 S1	Model ethical behavior and promote professional standards.
ASCI6 S2	Implement practices that promote success for individuals with exceptionalities.
ASCI6 S3	Use ethical and legal discipline strategies.
ASCI6 S4	Disseminate information on effective school and classroom practices.
ASCI6 S5	Create an environment which supports continuous instructional improvement.
ASCI6 S6	Develop and implement a personalized professional development plan.

ASCI7 S1	Collaborate to enhance opportunities for learners with exceptionalities.
ASCI7 S2	Apply strategies to resolve conflict and build consensus.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: Problem behaviors in schools have consistently been identified as a key concern for school districts with teachers and school personnel often requesting assistance on issues related to behavior and classroom management (Rose & Gallup, 2005). The results from the TELL Kentucky: Teaching, Empowering, Leading and Learning survey on Teacher Retention (2013) show, *managing student conduct* was a key factor in middle grade Kentucky teachers on whether or not they would stay in the profession. Across the state and country, many programs designed to explicitly address behavior management are found in special education or psychology programs, thus inadvertently excluding general education teachers and related services professionals. The proposed fifteen-credit course sequence will provide high quality instruction in behavior management strategies for school-aged children across multiple settings. A workforce more prepared to effectively implement positive behavior strategies will likely improve personnel retention, safety in school and other settings, and lead to positive child outcomes.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The proposed certificate program will be an expansion of the programs taught within the special education department. It will allow candidates to have a more in-depth study of positive behavior strategies and will be open to candidates with a

variety of educational backgrounds. Currently, there are no existing programs of this type in the department. The courses will be taught by existing faculty members and will be offered in the summer and winter terms.

- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The Psychology department in the College of Education and Behavior Sciences (CEBS) offers courses examining student behavior, but does not have a certificate similar to that which we are proposing. The Psychology Department was invited to share courses that candidates may take that would correspond with the courses in the certificate program. Three courses were accepted as a good fit with the certificate goals: PSY 511, *Psychology in Learning*, PSY 519, *Psychological Perspectives on Classroom Behavior* and PSY 561, *Advanced Assessment and Education Techniques with PSY 511 and PSY 519 cross listed with SPED 501 and 502*. The Psychology department does not offer a similar certificate program. We examined other programs in CEBS, College of Health and Human Services, and Ogden College to determine whether there were any similar programs existing in other departments and there are not.
- 3.4 Projected enrollment in the proposed certificate program: Based on inquiries, we anticipate enrollment of 15-20 candidates per year. The interest level in the courses, as indicated by WKU student teachers and first year teachers, indicates that this number will increase over the next several years.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): University of Louisville has a Master's degree program to be a licensed behavior analyst, which requires eight courses and a 1500 hour practicum. The WKU program will be for individuals not wishing to become a licensed behavior analyst, but still interested in pursuing coursework in behavior management. Other colleges in Kentucky and across the United States provide behavior management coursework, but house it within a special education or psychology department, thus limiting it to people in those majors (University of Kentucky, Vanderbilt University, University of the Cumberlands). This certificate is unique within our Service Area.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: *Western Kentucky University (WKU) prepares candidates of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.* The proposed certificate program is in response to an identified area of need in our state and community and will allow our candidates to be more successful and productive in their chosen fields. Additionally, *WKU enriches the quality of life for those within its reach* and this certificate program will result in higher quality professionals staffing schools and community programs. This is a socially responsive service to our state as well as to our children. Ultimately, the children of the Commonwealth benefit.

WKU's Quality Enhancement Plan (QEP) states the need to help candidates develop the skills to marshal evidence in support of their point of view, and communicate their ideas clearly and persuasively. We will do this by targeting three key areas, evidence-gathering, sense-making, and argumentation. These goals correspond to the goals of the proposed certificate, because through the proposed coursework, candidates will systematically learn necessary content (evidence-gathering), apply this content to their school-aged child environments (sense-making), and share their knowledge with colleagues, parents, and school leadership (argumentation).

4. Admission Criteria:

Please refer to the admission section of this catalogue for Graduate School admission requirements

5. Curriculum:

1. SPED 501 Introduction to Applied Behavior Analysis (3 credit hours)
2. SPED 502 Classroom Positive Behavior Supports (3 credit hours)
3. SPED 503 Behavior Assessment (3 credit hours)
4. SPED 504 Instruction to Improve Behavior (3 credit hours)
5. SPED 505 Collaboration and Ethics (3 credit hours)

6. Budget implications:

This certificate program will not impact the budget of the Special Education program or the School of Teacher Education. Existing faculty will be utilized to teach the courses during the summer and winter terms. This certificate is to be an expansion of the courses we offer and will fit within the expertise and credentials of our current faculty. Adding this certificate will enhance class enrollment without creating staffing issues.

7. Term of implementation:

- Fall 2017

8. Dates of committee approvals:

Department	<u>12-9-2015</u>
College Curriculum Committee	<u>5-3-2016</u>
Office of Academic Affairs (if ≥18 hour program)	<u>5-11-2016</u>
Professional Education Council (if applicable)	<u>8-28-2016</u>
Graduate Council Curriculum Committee	<u>September 8, 2016</u>
Graduate Council	_____
University Senate	_____
Board of Regents	_____

Certificate Program - Create New (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Identification of program:

- 1.1 Program title: College and Career Readiness
- 1.2 Required hours: 15 credit hours
- 1.3 Program Description: This certificate program is for graduate students who are interested in the college and career readiness of P-12 students; with a specific focus on interacting and intervening with this target population, as well as developing professional relationships with school-related stakeholders. The College and Career Readiness (CCR) certificate is created to support the career and college readiness needs of local, regional, and national P-12 students. It will be offered on WKU's Bowling Green campus; courses will be taught by CNS faculty with the integration of experts from local businesses and schools. Students will have opportunities to participate in action research and service learning consultation activities. This certificate program will play a leading role in Kentucky's economic and social development by preparing CCR graduates to prepare P-12 students to join a high quality educated workforce in an area of local, regional, and national need. Additionally, it will meet the needs of area schools by providing specific training to the personnel being hired or asked to work with students in the areas of college and career readiness. It will also serve to help build and maintain networks between districts and industry in Bowling Green.
- 1.4 Classification of Instructional Program Code (CIP): **13.1101**

2. Learning outcomes of the proposed certificate program:

This program is designed to enhance one's knowledge and skills related to college and career readiness for elementary, middle, and high school students. Upon completion of this certificate, graduates will be able to:

- Understand administrative aspects of college and career readiness including program development, evaluation, budgets, and leadership.
- Learn basic college and career readiness foundations such as career theory and assessment, financial aid, academic planning, practical experience, and regional outlook.
- Effectively network and build collaborative relationships with local and regional businesses
- Explore the importance of advocacy and leadership skills, relationships, and resources for delivering CCR information and programs (such as college fair, job shadowing, apprenticeship, etc.) to their students.
- Examine consultation as it applies to CCR including basic models, relevant ethical and legal issues, organizational structure, and ways to seek and provide consultation.
- Ensure information is delivered to students, parents, teachers, and other stakeholders in an effective and useful way.
- Learn and practice helping skills to better work with students, parents, and stakeholders from all ages, ethnic, and cultural groups.
- Learn social and emotional skills, critical thinking, and problem solving skills that are necessary to be Life-Ready

3. Rationale:

3.7 Reason for developing the proposed certificate program:

The College and Career Readiness program is designed to:

- Make secondary school topics, training, and career awareness relevant to the current local workplace. This engages students and creates graduates who are better trained for local industry so our highly qualified citizens will remain in the area, contribute to an expanding economy, and support work in local businesses.
- Train and empower graduates of the program (i.e., clinical mental health counselors, school counselors, teachers, college & career readiness coaches) in traditional college and career readiness but also in regionally-relevant ways by partnering with local businesses to help students, teachers, counselors, administrators, and parents gain more knowledge on career opportunities available.
- Support the needs of regional businesses through intentional collaboration, networking and planning focused on workforce development. The program will account for what is currently relevant and what is missing in the high school and college curriculums in order include curricula that prepares students to enter the workforce by aligning education and training that is relevant to their needs.
- Align with various national, state and local initiatives such as the following:
 - **National initiatives**
 - *Michelle Obama's "Reach Higher" campaign* included a "White House Convening on College and Career Readiness" at San Diego State University in Dec 2014 and she also spoke at the American School Counseling Conference in July 2014 [discussing the value of CCR](#) and voiced her concern that school counselors are not being specifically trained on CCR.
 - *Department of Education [College and Career-Ready Standards and Assessments](#)*
 - The administration has reauthorized the *Elementary and Secondary Education Act (ESEA)* which includes developing better assessments aligned with rigorous college and career-ready standards. The Every Student Succeeds Act (ESSA 2015) also passed.
 - "Schools, districts, and states that are successful in reaching performance targets, significantly increasing student performance for all students, closing achievement gaps, or turning around the lowest-performing schools (at the district and state levels) will be recognized as "Reward" schools, districts, and states. States will receive funds to design innovative programs to reward high-poverty Reward schools and districts" (p. 5). Those who are on the other end must implement a school turnaround model.
 - *American School Counseling Conference (ASCA)* provides CCR training tools for P-12 as webinars, training tools, and it is an integral part of the ASCA National Model – "[ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student](#)"
 - **State initiatives**
 - *Kentucky Board of Education*
 - Their [vision](#) is College/Career Readiness for All: "to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy that requires P-12 schools to prepare students for a more complex and competitive workplace."

- Kentucky’s Plan for College/Career Readiness [brochure](#) describes CCR as “the expectation that ALL Kentucky children will receive an education that prepares them for a successful future.” Also from their brochure:
 - College Ready: The level of preparation a first-time college student needs in order to succeed in a credit-bearing course at a postsecondary institution. Succeed is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.
 - Career Ready: The level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification or entry into the workforce. According to the Association of Career and Technical Education, career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills, such as critical thinking and responsibility, that are essential in any career area; and technical, job-specific skills related to a specific career pathway.
 - Why is College/Career Readiness important? Over the past three decades, the number of jobs in the U.S. economy that require postsecondary education or training has surged. More than 63% of jobs in 2018 will require some postsecondary education/training. For Kentucky to compete in a global economy, our workforce must be educated and have the skills employers demand. A more educated workforce means better jobs paying higher wages, lower unemployment and a higher standard of living for all Kentuckians.
 - What are we doing to improve College/Career Readiness? To be college/career ready, students must stay in school, graduate and acquire the pre-requisite knowledge and skills they’ll need for college/career.
- High school students participate in an [Operation Preparation](#) which is a joint effort of the KY DOE and Department of Workforce Development to provide “a powerful opportunity for schools, students, parents, and communities to collaborate in the process of effective advising and focus attention on the importance of planning for college and/or career” through volunteers.
 - *Kentucky Adult Education* ([KYAE.ky.gov](#)) – provide “College and Career Readiness (CCR) Standards, U.S. Department of Education, Office of Career, Technical and Adult Education, *College and Career Readiness Standards for Adult Education.*”
 - *Kentucky National Career Readiness Certification Center* ([NCRC.ky.gov](#)) offers an ACT WorkKeys “assessment-based credential that gives employers and job seekers a portable and uniform measure of key workplace skills.”
 - *Kentucky Office of Career and Technical Education* ([KYTech.ky.gov](#)) has an article “[Making the case for college and career coaches](#)”
 - *Kentucky College & Career Readiness Coaches* were introduced into schools in 2014 in response to Senate Bill 1 (2009) and nearly \$7.8 million of [GRREC’s \\$40 million grant](#) supported the training for the CCRCs in the schools. However, their training was not in counseling or in a single program because there was no specific program designed to meet their needs at that time. The grant was written specifically to bring

together a group of individuals with unique skills to problem solve how to create and sustain CCR centers and opportunities in the high schools. Through observations and discussions with the group, GRREC was informed of the challenges and needs. Several of the superintendents indicated the intent to find funding to keep their CCRC employed after the grant ends. The end in mind was to break away from the traditional duties of a guidance counselor in order to think and create new innovative best practices for students to be life-ready. This program is designed to consolidate the training and education into a single program and/or serve as potential graduate students pursuing advanced education for the teaching certification or as a precursor to continuing onto their school counseling degree.

Kentucky Annual Economic Report (2015) from UK, reports:

- “only 19 percent of Kentucky’s recent high school graduates are considered “college ready” in all four tested subjects-English, reading, mathematics, and science” (p. 76).
- “An estimated 56 percent of Kentucky’s jobs will require some college by 2020... The unemployment rate for those without a high school degree was around 15 percent – compared to 2.3 percent for those with at least a 4-year degree” (p. 78).

○ **Local initiatives**

- *Covey contract* under development in Warren County schools to build high school curriculum that incorporates training for all students. Elementary and Middle School include *Leader in Me* and the *7 Habits of Success*. *Chamber-Government-Education-Industry partnership* will focus on ways in which to provide opportunities related to but not limited to the following:
 - Plans include “Next Generation Ford Academies” for major job sectors. *This will create engagement for up to 80 students* in each career academy but doesn’t necessarily address the needs of all students. Each school will continue to add career academies over time. Therefore, training teachers, CCR coaches, and school counselors in CCR could lead to a smoother implementation of these programs across the high school curriculum.
 - There is a planned “World of Opportunity” interactive tradeshow in Nov 2016 connecting 8th grade students with industry partners but could be expanded to others including college students.
 - School programs in Nashville, TN and Rockford, IL that currently use the career academies are improving high school attendance and scores, not by focusing on test preparation but by better preparing students for college and careers and making school relevant to them through similar efforts.
- *An Urgent Call to Action in Support of Manufacturing* for South Central Kentucky/Barren River Region was issued in June 2013 projecting that “approximately 4,500 good manufacturing jobs will be available over the next three years, and almost 9,000 by 2020.” With currently 1,000 job openings that are unfilled now, connecting our graduates with these jobs will be essential to keeping these businesses in the region. Manufacturing is the largest employment sector in the region so their project is designed to “Develop a Collaborative Action Plan, driven by regional manufacturers, with strategies that align education and training provider outputs with employer needs” (p. 2). They discussed several major findings and recommendations (p. 2)

- **Finding:** Education and training providers function in relative isolation. **Recommendation:** Build an articulated career pathway system designed to address manufacturers’ needs and strengthen education-education partnerships.
- **Finding:** Business-education partnerships happen as disconnected pockets of activity. **Recommendation:** Greatly expand and coordinate business-education partnerships to link real-world experiences with classroom learning.
- **Finding:** No aggregated “business voice” exists to drive and monitor change. **Recommendation:** Implement a “network of networks” business model to promote business-business partnerships.
- **Finding:** No coordinated marketing/outreach campaign is in place to promote career opportunities. **Recommendation:** Launch a regional marketing/outreach plan to promote the high-wage career opportunities available in manufacturing.

- 3.8 Relationship of the proposed certificate program to other programs now offered by the department: There is a certificate in Career Services housed in this department which includes various career-related courses. However, these courses are designed to provide helping professionals (i.e., Student Affairs professionals) with advanced knowledge and skills needed to better serve college students and clients. This program being proposed is specifically related to training graduate students to work with elementary, middle, and high school students in areas such as college and career readiness; career consultation and collaboration; college and career program development and evaluation.
- 3.9 Relationship of the proposed certificate program to certificate programs offered in other departments: Certificate programs offered in other departments at WKU are not similar to this one. There are no other certificate programs related to this one. In fact, no other certificate program has a target population of children in the P-16 range. Further, the courses included in this certificate program are specific to working with children within this range, with attention paid to legal, ethical and best practices within school systems. As previously mentioned, this is a new initiative across the country, region and state. This certificate would be the first in its kind to be offered within the state of Kentucky.
- 3.10 Projected enrollment in the proposed certificate program: Students will be solicited from within the department (i.e., targeting students enrolled in the Clinical Mental Health Counseling and School Counseling programs). Additionally, students enrolled various CEBS graduate programs will be solicited. Furthermore, this certificate program is a response to a collaborative relationship established between the Department of CNS and the Bowling Green Chamber of Commerce aimed at addressing the points noted in the Rationale 3.1., above. The Chamber will assist in soliciting the program. Enrollment is expected to be to enrollment in the other counseling programs; namely, approximately 10 students per academic year.
- 3.11 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): There is currently no single program focused on CCR training in Kentucky. A review of related graduate and training programs across the country included approximately 18 programs, none of which specifically focus on Career and College Readiness or an emphasis on elementary, middle, and high school students. For example:
- Career Counseling, Florida State University. For counseling graduate students with an emphasis on career counseling across the lifespan.

- Counseling and Career Development, Colorado State University. For counseling graduate students; and places emphasis on career development across the ages.
- Life and Career Coaching, Rider University. Not specifically related to College and Career
- College Counseling and Student Development, St. Cloud State University. Focus is on career counseling at the university level.

3.12 Relationship of the proposed certificate program to the university mission and objectives: This certificate program addresses all aspects of WKU's mission:

Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

It matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success.

More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare graduates with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

4. Admission Criteria: Applicants must have a bachelor's degree and must meet minimum admission requirements to the Graduate School.

5. Curriculum: The curriculum will include:

CNS 500 College and Career Readiness Foundations. 3 credit hours. Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.

CNS 501 College and Career Consultation & Collaboration. 3 credit hours. Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems.

CNS 502 College and Career Program Development & Evaluation. 3 credit hours. Program development and evaluation, with emphasis on P-16 college and career development and readiness.

CNS 503 Practicum in College and Career Readiness. 3 credit hours. Supervised experiences in college and career readiness setting/s. Prerequisites required.

The above four courses are also new course proposals.

CNS 556 Developmental Career Counseling. 3 credit hours. Integrates the career counseling process into the life span from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

Action Items

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

Contact Person: Jeanine Huss, Jeanine.huss@wku.edu, 5-2293

1. Identification of proposed course:

- 2.1 Course prefix (subject area) and number: EDU 541
- 2.2 Course title: Place-Based Science
- 2.3 Abbreviated course title: Place-Based Science
(maximum of 30 characters or spaces)
- 2.4 Credit hours: 3 Variable credit (no)
- 2.5 Grade type: standard letter grade
- 2.6 Prerequisites/corequisites: none
- 2.7 Course description: Place-based science uses local community/ environment to teach concepts in sense of place through studying local ecology, environmental justice, energy, and health. This course is intended for P-12 and nonformal educators.

2. Rationale:

- 2.5 Reason for developing the proposed course: This course will be one of four courses required for a Place-Based Learning teaching certificate. This is a WKU certificate. This course will be offered to P-12 teachers to offer more connections to teaching science at a local level. Teachers often want to teach about megafauna and far-away places, but teaching place-based science allows the teacher to make connections with local resources. By providing students with examples of science in their own backyards, neighborhoods, school yards, cities, states, and country, students are far more likely to care about places and animals far away, like rain forests and koala bears.
- 2.6 Projected enrollment in the proposed course: Based on the interest from the survey sent to educators in math, science, social studies and environmental education, the projected enrollment would be 15 students per semester.
- 2.7 Relationship of the proposed course to courses now offered by the department: ELED 506 Advanced Science Methods introduces concepts and objectives, classroom organization for instruction, current strategies in teaching science content and materials available. There is no focus on place-based learning within the course. SMED 501 Designing Instructional Sequences in Secondary Math and Science teaches theory and practice of designing and delivering high quality inquiry-based math & science instruction. Students explore and practice the guided inquiry process, create lesson plans, and implement lessons with secondary students. Place-based teaching is not addressed in this course. SMED 510 Advanced Topics in Knowing and Learning in Mathematics and Science teaches the exploration of essential questions specifically relevant to teaching mathematics and science. Standards for knowing how they are used, how knowing and learning are structured, and how what is known changes and develops. The course does not use the local community and environment as a

source of teaching science and mathematics. SEC 537 Seminar in Science Education includes the history and comparative study of science teaching, curriculum and course content changes, materials available, evaluation, methods in science teaching, professional organizations, and research in science education. This course focuses on secondary science education but does not address the use of local resources and environment within the course. ENVE 560 Investigating and Evaluating Environmental Issues gives attention to the identification and evaluation of specific environmental issues, leading to possible service action projects. This course researches a specific environmental issue within the local environment. It does not show various ways of using place as a source of learning about science.

- 2.8 2.4 Relationship of the proposed course to courses offered in other departments: SRSC 520 (Community-based Research Methods) introduces action research across different disciplines that apply sustainable, community-based problem solving. The place based science class will not include action research. **GEOG 451G (Geography of Kentucky) discusses** the natural and human resources in Kentucky with special attention to current ecological, social and economic problems. While the Geography of Kentucky does address similar issues, the focus on place-based science will address such topics as school gardening, outdoor classrooms, use of museums and natural areas. **GEOS 543 (Environmental Science Concepts) provides** students a fundamental understanding of the inter-relationship between the science and technical disciplines that contribute to our understanding of the environment as a whole. Place-based science is not intended to solve environmental problems. Place-based science will introduce teachers and students to environmental problems to help with awareness and action towards environmental issues. **SUST 517 (Sustainable Places) examines key features and principles of sustainable places, including advantages of, challenges to, and the importance of governance in creating sustainable places (communities, cities, countries).** Place-based science will not specifically address sustainability. **SUST 514 (Environmental Justice and Public Spaces) studies environmental justice and place, including historical movements and case studies of the uses and misuses of public space and resources. Place-based science will not address issues of environmental justice.** This course will be available to serve as a restricted elective in a variety of graduate programs.

2.5 Relationship of the proposed course to courses offered in other institutions: Antioch University offers two courses that are similar to the proposed course. EDC 5290 Place-Based Social Studies looks at local history in and out of the classroom. Students do hands-on activities such as oral interviews, writing and art to make connections with social studies learning. The place-based science course focuses on science and how to interest children by learning about their local environment. EDT 5360 Childhood and Nature encourages learning from creating in natural spaces. Playing in nature engages students in understanding their local environment, without the use of textbooks. Place-based science will not address students playing in nature as a form of learning.

3. Discussion of proposed course:

3.15 Schedule type: Applied Learning

3.16 Learning Outcomes:

* The graduate student will discuss place based science using an online discussion board to better understand the dynamics of using place-based science to teach.

* The learner will integrate various teaching strategies into the science curriculum.

* The graduate student will connect their students with the local community through science.

* The learner will use various strategies for integrating place based science instruction with other sciences and other curricula areas.

* The graduate student will use local places to teach concepts in science education.

3.17 Content outline:

Culture	Examine how local culture can become part of science. Use Native American stories and pioneer ideas to look at science through a local lens.
Environmental Justice	Examine how place relates to environmental justice. Promote ways to help students deal with local environmental issues.
Ecology	Using places to study local plants, animals, and patterns in nature. Students will learn about local birds, insects, flowers, and trees. Students will also look at patterns in nature.
Health	Use nutrition, exercise and health to understand sense of place.
Energy	Do an energy audit at the school to create a healthier and more energy efficient place to learn.
Local Places	Visit local parks, science museums, zoos, aquariums, hospitals, and weather stations to witness science first-hand.
Assessment	Using a variety of assessment techniques applied to studying place.

3.18 Student expectations and requirements: field trips to local places to conduct assignments (e.g., tour school gardens, tour local nature centers, tour local museums, conduct an energy audit of their local school with students, make connections with local farmers markets and farmers for improved health and nutrition), online discussions from book readings, create a unit using place-based science ideas, ,

3.19 Tentative texts and course materials:

Buxton, C. (2011). *Place-based science teaching and learning: 40 activities for K-8 classrooms*. New York, NY: SAGE Publications.

Demarest, A. B. (2014). *Place-based curriculum design: Exceeding standards through local investigations*. London, England: Routledge.

Leslie, C. W. (2005). *Into the field: A guide to locally focused teaching*. London, England: Orion Society.

Project Learning Tree. (2006). *Exploring environmental issues: Places we live*. Washington D. C.: American Forest Foundation.

4. Resources:

- 4.1 Library resources: existing resources are sufficient
- 4.2 Computer resources: none needed existing resources are sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: the course will be offered on a rotating basis and will be part of existing faculty course load. This course may be taught on the bi-term with another course from the Place-Based certificate or taught during summer or winter terms.
- 5.2
- 5.3 Special equipment needed: none
- 5.4 Expendable materials needed: none
- 5.5 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

School of Teacher Education	April 15, 2016
CEBS College Curriculum Committee	May 3, 2016
Professional Education Council (if applicable)	May 11, 2016
Graduate Curriculum Committee	August 28, 2016
Graduate Council	September 8, 2016
University Senate	

Certificate Program - Create New (Action)

Date: April 15, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Persons: S. Kay Gandy, kay.gandy@wku.edu, 5-2991; Jeanine Huss, Jeanine.huss@wku.edu, 5-2293

1. Identification of program:

- 1.1 Program title: Place-Based Education Certificate
- 1.2 Required hours: 12
- 1.3 Program Description: Place-Based Education (PBE) is the process of using the local community and environment as a starting point to teach concepts across the curriculum. PBE connects students to the responsibilities of community stewardship and civic life. This approach uses all aspects of the local environment, including cultural, historical, and socio-political situations and the natural and built environment as the integrating context for learning.
- 1.4 Classification of Instructional Program Code (CIP): 13.1338

2. Learning outcomes of the proposed certificate program:

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: To encourage more students to enroll in the graduate programs for the Teacher Leader program, we are proposing a new certificate for P-12 educators because a survey of math, science, environmental, and social studies teachers showed over 90% of respondents were interested in a program that provided PBE. The Kentucky Environmental Literacy Plan, approved by the Kentucky Board of Education in 2011, desires an environmental education educator at each school in Kentucky. This program would provide this. Benefits from PBE programs include, more involvement of communities in the education of students; equal relevance in small towns and big cities, and equal effectiveness for kindergarteners and high schools students. PBE fosters students' connection to place and creates vibrant partnerships between schools and communities by encouraging students to take action in their own backyards and communities. PBE encourages students to become environmental stewards by improving social responsibility and citizenship skills, as well as, communication and leadership skills. Most importantly, by making connections with professionals and community members, teachers open the door for learning and career opportunities for their students.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: Within the School of Teacher Education, students can receive a graduate certificate in Environmental Education. Although PBE has its roots in environmental education, it uses the full range of local environments--natural, economic, social, political and cultural--as the foundation for learning.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Through Diversity and Community Studies, students can obtain the Global Pathways to Sustainability graduate certificate that prepares professionals working in organizations and institutions to understand the complex

environmental and social problems and apply community-based solutions. Students also participate in community-based projects. The certificate offers a multidisciplinary study of the environmental, social, and policy dimensions of sustainability. Through the Geology/Geography department, students can obtain the Master's degree in Geoscience. It provides advanced professional training for careers as hydrologists, environmental resource managers, city and regional planners, engineering geologists, geophysical and geochemical geologists, meteorologists and climatologists, earth science teachers, Geographic Information Systems (GIS) specialists, consultants in business and industry, and professional educators. The program also provides a scientific foundation for graduate students who plan to continue advanced studies leading to the Ph.D. The proposed certificate specifically targets educators engaging students in their local communities and encompasses more than sustainability or resource management.

- 3.4 Projected enrollment in the proposed certificate program: Based on the interest from the state-wide survey, projected enrollment is 10 per semester
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): There are currently no place-based certificates offered in Kentucky. CU Denver School of Education & Human Development offers a Place-based Education certificate that focuses on teachers participating in public lands and parks programs. Most university programs that offer place-based certificates focus on environmental stewardship.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate ties in well with the WKU Mission Statement to "prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society." Place-based learning will help students develop stronger ties to their community, enhance their appreciation for the natural world, and create a heightened commitment to serving as active, contributing citizens.

- 4. **Admission Criteria:** Admission to the Master's program in Education
- 5. **Curriculum:** Students will take EDU 507/GEOS 507 Geographic Concepts and Skills for Teachers, EDU 540 Place-Based Social Studies, EDU 541 Place-Based Science, and ENVE 520 Introduction to Environmental Education.
- 6. **Budget implications:** These courses will be offered once per year and will be part of existing faculty load. Two of the four courses are presently offered and included as two professors' course load. These classes could be taught as bi-term courses so a student could finish the certificate in one year.

7. **Term of implementation:** Spring 2017

8. **Dates of committee approvals:**

School of Teacher Education	<u>04/15/2016</u>
CEBS Curriculum Committee	<u>05/03/16</u>
Office of Academic Affairs (if ≥18 hour program)	_____
Professional Education Council (if applicable)	<u>5/11/16</u>

Graduate Council

University Senate

Board of Regents

**Tabled in Graduate Curriculum
Comm.**

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x5744

1. Identification of program:

- 1.1 Current program reference number: 0446
- 1.2 Current program title: MA in Religious Studies
- 1.3 Credit hours: 35

2. Identification of the proposed program changes: Reduction of credit hours from 35 to 32.

3. Detailed program description:

Current program	Proposed program
Required Courses	Required Courses
RELS 500 Theory and Method in the Study of Religion 4	RELS 500 Theory and Method in the Study of Religion 4
RELS 601 Graduate Seminar in Religious Studies 4	RELS 601 Graduate Seminar in Religious Studies 4
RELS 601 Graduate Seminar in Religious Studies 4	RELS 601 Graduate Seminar in Religious Studies 4
RELS 602 Thesis and Project Development Seminar 1	RELS 602 Thesis and Project Development Seminar 1
RELS 603 Thesis and Project Capstone Colloquium 1	RELS 603 Thesis and Project Capstone Colloquium 1
Electives	Electives
The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in 21	The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in 18

other departments (with consent of adviser)		other departments (with consent of adviser)	
Research Tool		Research Tool	
Appropriate language work in the student's area of emphasis is recommended. ¹		Appropriate language work in the student's area of emphasis is recommended. ¹	
Total Hours	35	Total Hours	32

4. Rationale for the proposed program change: There are two central reasons for this change. First, the reduction in total credit hours frees up more time for students at the end of their program to finish the thesis. Most of our students write a thesis, and finishing the thesis while taking two or more standard courses is difficult (even more so for Graduate Assistants with various course responsibilities). Second, reducing the total credit hours reduces by three hours the number of hours for which they have to pay tuition. In addition, since this change frees up some time during their last semester, they are more likely to finish their thesis on time and avoid having to pay an hour's worth of tuition for "Maintaining Matriculation" during the summer or even the following fall.

The three-hour reduction is coming out of the electives category of the program.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

Religious Studies program

March 2, 2016

Department of Philosophy and Religion

March 7, 2016

Potter College Curriculum Committee

April 5, 2016

Graduate Council

**Pulled from agenda at
request of proponent**

University Senate

Revise a Program

(Action)

Date: April 11, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher education

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

1. Identification of program:

1.1 Reference number: # 0457

1.2 Program title: Master of arts in Education: Special education for Teacher Leaders: Learning and Behavior Disorders

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: Three distinct pathways are defined depending on prior certification type of the applicants.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)</p> <p>The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.</p> <ol style="list-style-type: none"> Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA² for all previous coursework 	<p>Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)</p> <p>The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.</p> <ol style="list-style-type: none"> Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA² for all previous coursework

(undergraduate and graduate) must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

¹ Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued 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. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

²

Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE

(undergraduate and graduate) must have or be eligible for a teaching certificate¹ in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ in ~~LBD or another~~ any certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

¹ Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued 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. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

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scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.

Program Requirements (31-37 hours)

Teacher Leader Professional Education Core Courses

TCHL 500	Foundations of Teacher Leadership	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ¹	3
TCHL 555	School and Classroom Assessment ¹	3
TCHL 559	Action Research Design for Teacher Leaders	1
TCHL 560	Action Research Capstone for Teacher Leaders	3

Specialization Component

SPED 518	Seminar: Contemporary Challenges in Special Education	3
SPED 530	Advanced Assessment Techniques	3
SPED 531	Advanced Prescriptive Teaching	3
SPED 532	Families, Professionals and Exceptionalities	3
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	3
SPED 630	Special Education Law and Finance	3
SPED 595	Advanced Preparation Capstone for Special	3

scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V+GRE-Q plus undergraduate GPA multiplied by 100.

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Mid-Point Assessment Requirements

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the 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 are encouraged to take only 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

Education²

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Total Hours

31-37

1

assessment results.

Core Specialization Component for all students in the LBD Teacher Leader Program
9 hours

<u>SPED 530</u>	Advanced Assessment Techniques	3
<u>SPED 630</u>	Special Education Law and Finance	3
<u>SPED 595</u>	Advanced Preparation Capstone for Special Education ²	3

Graduates will select one of three pathways based on prior degrees.

1. Certification Pathway for those holding Prior LBD Certification
: 12 Hours Advanced

Required (3):

— LTCY 527 Literacy Learning and Cultural Differences (3)

Electives 9 credits:

- SPED 531 Advanced Prescriptive Teaching 3 FBE*
- PSY 540 Behavior Problems of Childhood and Adolescence 3
- GTE 536 Nature and Needs of Gifted, Creative, and Talented Students 3 FBE*
- IECE 520 Organizing PGMS/IECE 3
- ELED 571 Leadership, Math & Tech Ed 3
- LME 535 Survey of Educational Technology Practices 3

2. Certification Pathway for those holding Prior MSD Certification; Select 12 Hours Advanced

- SPED 533 Seminar: Curriculum in

LBD 3 FBE*

- SPED 531 Advanced Prescriptive Teaching 3 FBE*
- LTCY 527 Literacy Learning and Cultural Differences 3 FBE*
- GTE 536 Nature and Need of Gifted, Creative, and Talented Students 3 FBE*
- EDU 522 Fundamentals of Differentiated Instruction 3 FBE*
- LME 535 Survey of Educational Technology Practices 3
- SPED 517 Transitional Services for Individuals with Disabilities 3 FBE*

Optional elective: Teacher Candidates may take SPED 534: Seminar: Research in Special Education on the suggestion of advisor if it is appropriate for future educational and career goals – this will add an additional 3 hours to the required 37 hour program.

3. Pathway for those holding certification in any area other than Exceptional Education LBD or MSD certification: 15 Hours Initial Certification

- SPED 517 Transitional Services for Individuals with Disabilities 3 FBE*
- SPED 518 Seminar: Contemporary Challenges in Special education 3
- SPED 532 Families, Professionals, and Exceptionalities 3 FBE*
- SPED 533 Seminar: Curriculum in LBD 3 FBE*
- SPED 531 Advanced Prescriptive Teaching 3 FBE*

*FBE: Field Based Requirement
Note: Deficiency Requirement: Teacher candidates who enter the program

[TCHL 545](#) and [TCHL 555](#) are required for all students or the student must pass proficiency evaluations for these courses. [TCHL 500](#), [TCHL 530](#), [TCHL 559](#), and [TCHL 560](#) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

² Students must submit a passing score on the Praxis II prior to enrollment in [SPED 595](#) and should take [SPED 595](#) as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement if they are teaching in the subject area and grade level for which they are seeking certification, Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification.

Program Completion Requirements

- Students must successfully complete [TCHL 560](#) (course

without having completed a previous introductory exceptional education (special education) course must take [SPED 516: Exceptional Child: Perspectives and Issues](#). This will add an additional 3 hours to the required total program hours
Total Hours: 34-40

¹ [TCHL 545](#) and [TCHL 555](#) are required for all students or the student must pass proficiency evaluations for these courses. [TCHL 500](#), [TCHL 530](#), [TCHL 559](#), and [TCHL 560](#) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

² Students must submit a passing score on the Praxis II prior to enrollment in [SPED 595](#) and should take [SPED 595](#) as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement if they are teaching in the subject area and grade level for which they are seeking certification, Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification.

Program Completion Requirements

- Students must successfully

<p>grade of C or higher) and present research results in an approved venue.</p> <ul style="list-style-type: none"> Students must achieve a minimum 3.0 cumulative GPA overall and in program course work. 	<p>complete TCHL 560 (course grade of C or higher) and present research results in an approved venue.</p> <ul style="list-style-type: none"> Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.
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4. **Rationale:** The faculty in special education is revising the program for MAE LBD to include pathways for those already certified in LBD, MSD, and any other certification area. Applicants who are accepted into this program are receiving additional or advance certification in Learning and Behavior Disorders. The Education Professional Standards Board (EPSB) requires that distinction be made in our coursework depending on the type of certification the applicant already holds.

5. **Proposed term for implementation: Spring 2017**

6. **Dates of committee approvals:**

Department	04/15/2016
College Curriculum Committee	05/03/16
Professional Education Council (if applicable)	5/11/2016
Graduate Council	Referred back to Graduate Curriculum Committee
University Senate	