
Re: LTCY Courses

From Tarbett, Leslee <leslee.tarbett@wku.edu>

Date Thu 9/11/2025 9:52 AM

To Hulan, Nancy <nancy.hulan@wku.edu>; Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Thanks Jeremy! Very much appreciated! 😊

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From: Hulan, Nancy <nancy.hulan@wku.edu>

Sent: Thursday, September 11, 2025 9:43:07 AM

To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>; Tarbett, Leslee <leslee.tarbett@wku.edu>

Subject: Re: LTCY Courses

Thank you, Jeremy!

Dr. Nancy Hulan
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<https://wku.zoom.us/my/hulan>

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Sent: Thursday, September 11, 2025 9:32:12 AM

To: Hulan, Nancy <nancy.hulan@wku.edu>; Tarbett, Leslee <leslee.tarbett@wku.edu>

Subject: LTCY Courses

Leslee and Nancy,

I wanted to send an email about your LTCY courses in Courseleaf. They look great; I just saw a few very minor (truly nitpicky, but something that can be fixed now rather than later) changes to make.

Truly, some of this is nitpicky. You are welcome to kick me in the shins next time you see me.

Under 320 – Tarbett is lower-case up top. Does this matter? I dunno.

Also, in SLO 2, you probably want a hyphen between evidence and based. In SLO 5, high-quality should probably also have a hyphen.

I will point out that SLO 4 is double-barreled. That's probably your intention – that students will both plan AND teach, but I just wanted to mention that as someone may comment on it at some point. It's written fine, btw.

LTCY 523

You'll want to remove the stems from the SLOS. Start with the action verb. Evaluate, understand, demonstrate. Also, under SLO 3, should RTI be all caps? (I truly don't know, but it caught my attention.)

LTCY 527 looks great.

These look fantastic and should go through no problem! Let me know if you have any questions.

Thanks,
Jeremy

Dr. Jeremy Logsdon

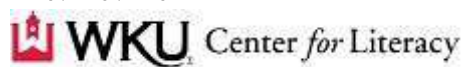
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Re: CourseLeaf Thoughts

From Little, Trudy <trudy.little@wku.edu>

Date Thu 9/11/2025 10:43 AM

To Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Thank you, Jeremy!

What great and thorough feedback!

I may have misunderstood the purpose of repeatable. I thought it meant that they could retake it if they failed. But the way you are talking that is not a necessary thing I. Courseleaf and that repeatable is for additional credits?

I have read through your feedback but I need to sit and process before I have more questions.

Thank you so much! I love the experiential learning examples to help us!

Sent from my iPhone

On Sep 11, 2025, at 10:36 AM, Logsdon, Jeremy <jeremy.logsdon@wku.edu> wrote:

Ellen and Trudy,

My thoughts as I read through your proposals. Some of these are nitpicky but I want to point out as I find them.

Ellen, good job on adjusting the SLOs and topics based on our conversation yesterday.

ABA 501 – you mistyped Behavior in the title

ABA 502 – this one might be a conversation you would want to have with Jessica Dorris (maybe you already have). I readily admit I am ignorant in how this works, and what I think is logical is not necessarily how it should manifest in Courseleaf. You say that it is repeatable 2x, but only 3 maximum credit hours can be earned. Is that your intent?

Some of your SLOs here are double-barreled. Ellen, I know we talked about that briefly, but I just want to make sure that is your intent. If those steps are needed to be connected in the course, then it's fine to leave that way.

ABA 505 – I'm not saying you will get pushback on it, but the verb Select in your SLOs feels a little wiggly to me. I can't even put my finger on it, but it just feels loose. (And I am saying this as someone who knows nothing about your field, so take this with a grain of salt.) It just doesn't feel that observable and measureable. Would identify fit better? Apply? Given your course description, even design? (Conversely, if the selection is a key part of it, then ignore what I am saying here.)

ABA 508 – I recently had a bit of friendly pushback from SLPS on the use of the word leadership in a course proposal. I might try to have a conversation with Margie today about that. I know that the type of leadership you are talking about here is NOT the type of leadership they are doing in Org Lead, but I can almost guarantee it will come up at CEBS

curriculum committee. (And if you can't get her before then, I'm sure it could be changed with a friendly amendment at the CEBS level without having to be bumped back down.)
ABA 510 – If you talk with Margie anyway, I might go ahead and have a conversation with her about the research methods here, just because they house EDFN 500. This is probably a non-issue. Conversely, it may be that your conversation with psychology has already cleared you here.

ABA 513 – Repeats and credit hours here. Again, probably a Jessica Dorris conversation, but it leapt out at me.

ABA 514 – Even though this one is independent study, I think (but I do not know for sure) that you still want a very broad topic. The topic might even be something like "Independent Research and Practice in ABA."

Program looks solid. I did note that you say in the "explain how it relates to institutional mission" you say it is a 40-hour graduate program, but previously, it said 40-46 under Program Overview.

Also, you'll need to remove the "Students will" from the SLOs for the program, too. Start with the verb. Measurement plan looks solid.

Despite all of my notes, I think this looks great! I can tell you all have put a ton of effort into this, and I'm excited to see this come to pass!

I'll be around hit-or-miss all day if you want to talk.

Jeremy

Dr. Jeremy Logsdon

Director, WKU Center for Literacy

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