

Rec. #2016-11-01 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

The University Senate recommends the amended Graduate Council Report dated October 2016 to the Provost for endorsement.

The GRE is not valid after five years, and thus the proponent of the MAE in Special Education for Teacher Leader agreed to eliminate the following statement in the proposal (yet it still appears in this draft): "For GRE scores prior to August 1, 2011 a GAP score of 2200 or higher and a GRE Analytical Writing score or higher is required."

The GRE statement is on pages 38-39 of this Graduate Council recommendation.



Graduate Council

Agenda—October 13, 2016
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Report on the India Pilot Project by Provost Lee
3. Consideration of September 8, 2016 minutes
4. Committee Reports
 - a. Curriculum Committee (report Included)
 - b. Student Research Grants Committee (report included)
 - c. Policy Committee
5. Report from Dean of the Graduate School
6. Public Comments
7. Announcements & Adjourn

Graduate Council Program and Curriculum Committee (GCC)

Report to the Graduate Council

Date: October 13, 2016

From: Kirk Atkinson, Chair

Consent Agenda Report. The GCC submits the following consent items from its October 3, 2016 meeting for approval by the Graduate Council.

1. Create a New Course
 - EDU 540, Place-Based Social Studies
 - PH 503 Health Assessments in the Workplace
 - DPT 778 Geriatric Physical Therapy
2. Revise Course
 - PSYS 440G Abnormal Psychology
 - PSYS 450G Psychology of Personality
 - PSYS 451G Psychology of Religion
 - PSYS 463G Evolutionary Psychology
 - PSY 440G Abnormal Psychology
 - BA 511 Applied Microeconomic Theory
 - DPT 729 Pharmacology in Physical Therapy
 - DPT 772 Cardiopulmonary Rehabilitation
 - DPT 779 Physical Therapy Across the Lifespan
3. Delete Course
 - AGRI 473G, Interactions in the Cave and Karst Environment
 - PSY 455G Intro to Clinical Practice of Psychology
 - DPT 702 Cultural and Rural Issues
4. Revise Program
 - 0473, Master of Science in Environmental and Occupational Health Science
 - 013, Doctor of Physical Therapy **moved to Action Agenda**
 - 0457, MAE in Education: Special Education for Teacher Leaders: **LBD moved to Action Agenda**
 - 057, Masters of Business Administration
5. New Certificate Program
 - Play Therapy Certificate moved to Action Agenda**
 - Place-Based Education Certificate

Action Agenda Report. The GCC submits the following Action items from its October 3, 2016 meeting for discussion by the Graduate Council.

1. New Specialist Degree
Education Specialist Degree - Specialist Degree in Gifted Education and Talent
Development

GCC Members Present: (shaded in yellow not 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.

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

Contact Person: S. Kay Gandy, kay.gandy@wku.edu, 5-2991

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 540
- 1.2 Course title: Place-Based Social Studies
- 1.3 Abbreviated course title: Place-Based Social Studies
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Place-based social studies introduces educators to research, theory, and practice of using the local community and environment to teach concepts in civics, history, economics, and geography. This course is intended for P-12 educators and nonformal educators.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will be one of four courses required for a Place-Based Learning teaching certificate. The course is designed to introduce pedagogical skills for integrating the local community into the teaching of social studies.
- 2.2 Projected enrollment in the proposed course: Based on the interest from the survey sent to educators in math, science, social studies and environmental education teachers, the projected enrollment would be 15 per semester. The course would be offered once yearly.
- 2.3 Relationship of the proposed course to courses now offered by the department: ELED 507 Advanced Social Studies Methods introduces concepts and objectives, classroom organization for instruction, current strategies in teaching social studies content, and materials available. SEC 538 Seminar in Social Studies Education covers newer concepts in curriculum and methods of instruction as well as current research in social studies. Neither course provides integration of the community as the source of assignments. 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 focuses only on the environment, whereas the proposed course envelopes more aspects of the locale.
- 2.4 Relationship of the proposed course to courses offered in other departments: GEOL 415G stresses the application of geologic knowledge to specific environmental situations. SRSC 520 Community-based Research Methods introduces action research across different disciplines that apply sustainable,

community-based problem solving. GEOG 580 Urban Geography relates to geographic principles related to basic elements of distribution, structure, functional relationships, and regional setting of urban centers, and GEOS 534 Historic Preservation Planning is a field application of historic preservation techniques. HIST 554 Discovery and Interpretation of Local History focuses on materials, methodology and techniques employed in local history research and its integration with other fields. Although each course touches on possible aspects of the proposed course, no course would emphasize the pedagogical skills needed to teach local history, civics, economics, and geography for P-12 teachers and nonformal educators.

- 2.4** 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. 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. The University of Colorado-Denver has a place-based curriculum that includes environmental education, math and science courses with experiential learning in Public Lands.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes:
- *create hands-on, real-world learning experiences for students
 - *encourage active citizenship to solve community problems
 - * use local communities and environment as a starting point for teaching concepts in social studies
 - * use various strategies for integrating social studies instruction with other curricula areas
 - * use local “main street” areas to teach concepts in civics, history, economics, and geography
- 3.3 Content outline: The educator will be exposed to pedagogical skills for developing the following with students:

3.4

History; Historical Inquiry	Maintaining and transmitting a cultural heritage through preservation and study of historic places; Using places as three-dimensional primary documents; fostering connections to the past; acquainting students with historical resources
Civics/Government	Understanding how civic values and institutions are reflected in the physical spaces in which governance is conducted; how local places were the settings for social justice movements; challenging issues in the community
Geography	Using places as case studies in which the key concepts of the themes and elements of geography interact; determining why places matter; examining patterns of movement
Economics	Using places as case studies of work life, industrial change and commerce; determining how places reflect changing technology and the market industry
Globalization	Understanding, significance of place to diverse cultures; exploring international ties to community; discovering the history of habitation and migration in the community; respecting that people operate from multiple perspectives
Technology	Using technology to research and present historic places; developing interactive, annotated map of a community
Assessment	Using a variety of assessment techniques applied to the study of the local community and environment

3.5 Educator expectations and requirements: field trips to local “main street” areas to gather teaching materials (e.g., gather historical materials, secure maps, interview residents, invite guest speakers, photograph buildings), online discussions from book readings, create an annotated community map, develop a student service project, examine case studies

3.6 Tentative texts and course materials:

DeMarest, Amy B. (2014). *Place-based curriculum design; Exceeding standards through local investigations*. New York: Routledge.

Smith, Gregory A. & Sobel, David (2010). *Place-and community-based education in schools*. New York: Routledge.

Sobel, D. (2006). *Place-based education: Connecting classrooms and communities*. Onion Society.

4. Resources:

4.1 Library resources: existing resources are sufficient

4.2 Computer resources: none needed

5. Budget implications:

- 5.1 Proposed method of staffing: the course will be offered on a rotating basis and be a part of existing faculty load, including summer or winter terms.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Teacher Education	04/15/2016
CEBS College Curriculum Committee	05/03/2016
Professional Education Council (if applicable)	05/11/2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

Create a New Course (Action)

Date: 12-18-15

College, Department: College of Health and Human Services, Public Health

Contact Person: Gretchen Macy, Gretchen.macy@wku.edu, 745-5870

1. Proposed course:

- 1.1 Course prefix and number: PH 503
- 1.2 Course title: Health Assessments in the Workplace
- 1.3 Abbreviated course title: Health Assessment in Workplace
- 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 Grading
- 1.8 Prerequisites: Permission of instructor
- 1.9 Corequisites: N/A
- 1.10 Course description: This course presents concepts and teaches skills needed to assess health status at the individual, organizational, and community levels in a workplace wellness environment. Emphasis is placed on, but not limited to, physical and psychological components of health.
- 1.11 Course equivalency: N/A

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is needed as part of the Worksite Health Promotion curriculum to better equip students with the ability to assess individual, organizational, and community level factors that impact health at the workplace and beyond.
- 2.2 Relationship of the proposed course to other courses at WKU: Based on thorough review, there are no courses that currently present similar content as the proposed course. Outside the department of Public Health, there are several courses with “Health Assessment” in the title. However, upon further review, the course content is dissimilar. *Nursing 503 Advanced Health Assessment*’s course description reads, “Emphasis is on advanced health assessment skills and techniques of interviewing that are utilized by the nurse in a primary or acute care setting. Diagnostic laboratory studies will also be discussed as they relate to the nurse in Advanced Professional Practice.” Additionally, *DPT 727 Health Promotion and Wellness in Physical Therapy* is another course offered within CHHS that is described as, “This course will create a forum to prepare students for clinical competencies regarding health promotion/wellness as it relates to physical therapy.” Both NUR 503 and DPT 727 are applied clinical courses specific for the nurse practitioner and/or Physical Therapist that focus on interviewing and plans of care for the individual patient. The proposed course looks at individual, organizational, and community level assessments that are specific to the worksite. The assessments covered in *Health Assessment in the Workplace* are not clinical assessments and are very specific in scope. PH 575 Program Planning in the Department of Public Health also contains an assessment component related primarily to the PRE portion of the PRECEDE-PROCEED planning model. However, utilization of assessment according to this planning model is

more applicable to general Health Education students. Again, the content of the proposed course is specific to workplaces and does not overlap content with PH 575. Additionally, this course is complementary to PH 502 *Health Promotion in the Workplace* and the Advanced Worksite Health Promotion Certificate by preparing students to assess individual, organizational, and community level factors in order to develop efficient and effective worksite health promotion programs. Although the courses complement one another, the content for each course is unique. PH 502 Worksite Health Promotion provides an overview for building the business case for Worksite Health Promotion, scope of practice of the profession, implementation of a Worksite Health Promotion Program and develops skills for working with/in businesses. Meanwhile PH 503 will focus on developing assessment skills specific to Worksite Health Promotion programs such as critically examining worksite specific assessments, conducting worksite specific assessment and communication of results to stakeholders.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

3.2.1 Demonstrate correct procedures for planning individual, organizational, and community level health assessments.

3.2.2 Analyze and interpret the results of health assessment tools at the individual, organizational, and community levels and communicate the results to various stakeholders.

3.2.3 Critique current health assessment tools by identifying strengths and weaknesses.

3.2.4 Apply assessment results to guide recommendations for worksite health promotion programming.

3.3 Content outline:

- Main objectives for Assessment in the Workplace
 - Definition of Workplace Health Promotion
 - Elements of Comprehensive Workplace Health Promotion
- Individual Level Assessments in the Workplace
 - Health Risk Appraisals
 - Biometric Screening
 - Nutrition Assessments
 - Physical Activity Assessments
 - Motivational Interviewing
 - Case studies in individual assessments
 - Evaluation of strengths and weaknesses in individual level assessments
- Employee Health and Interest Assessments
 - INPUTS
 - Health Climate Analysis
 - Health Culture Audit
- Organizational Assessments
 - HERO Scorecard
 - CDC Health Scorecard
 - Case studies in organizational assessments

- Evaluation of strengths and weaknesses in organizational assessments
- Community Assessments
 - Built Environment Assessment
 - Mobilizing Action through Planning and Partnerships (MAPP)

3.4 Student expectations and requirements:

Students are expected to attain learning outcomes through participation in all class activities. Students will learn through face-to-face lecture, online instruction, and guided research activities to enable them to master course objectives. Students will be assessed through in-class and online discussions as well as application projects that allow them to carry out assessment on multiple levels (individual, organizational, and community) and gain practical experience for implementing assessment in the workplace.

Students will be required to:

- 3.4.1 Plan and conduct individual, organizational, and community level health assessments
- 3.4.2 Present the results of his/her individual, organizational, and community level assessments both in written and oral formats
- 3.4.3 Present recommendations to potential stakeholders based on assessment results

3.5 Tentative texts and course materials:

- 3.5.1 O'Donnell, M.P., *Health Promotion in the Workplace* 4th ed. (2014), American Journal of Health Promotion ISBN 978-1502509468.
- 3.5.2 Pronk, N.P., *ACSM's Worksite Health Handbook* 2nd ed. (2009), Human Kinetics ISBN 978-0-7360-7434-6

4. Budget implications:

- 4.1 Proposed method of staffing: To be taught by current faculty.
- 4.2 Special equipment, materials, or library resources needed: none

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

Department of Public Health	2/10/2016
CHHS Graduate Curriculum Committee	<u>Sept. 19, 2016</u>
Graduate Curriculum Committee	<u>10/03/2016</u>
Graduate Council	<u>10/13/2016</u>
University Senate	<u>11/17/2016</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: August 18, 2016

College, Department: College of Health and Human Services, Physical Therapy Department

Contact Person: Sonia Young—sonia.young@wku.edu, phone:270-745-3233

1. Proposed course:

- 1.1 Course prefix and number: DPT 778
- 1.2 Course title: Geriatric Physical Therapy
- 1.3 Abbreviated course title: Geriatric Physical Therapy
- 1.4 Credit hours: 1
- 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: Open only to DPT students in good standing
- 1.9 Corequisites: N/A
- 1.10 Course description: This course will explore the physical and psycho-behavioral aspects of aging. Students will review typical physiologic response to aging and the effects of these changes on the function of older clients being treated in various physical therapy settings. A problem-solving approach to management of elder patients with varied degree of medical complexity in multiple settings will be emphasized.
- 1.11 Course equivalency: none

2. Rationale:

- 2.1 **Reason for developing the proposed course:** The geriatric components of physical therapy were previously included in the DPT 779 Physical Therapy Across the Lifespan course. This course was a 3 credit hour course that included pediatric and geriatric content. This delivery model has been difficult for students because there is not adequate time to include course content that includes minimum competency requirements for both geriatric and pediatric areas of physical therapy practice. Entry level generalist physical therapists must have knowledge and skill in the treatment of patients across the lifespan, but the needs of these two patient populations are distinctly different. The separation of the topics into two courses will be less confusing to students since the topics are inherently separate and distinct.
- 2.2 **Relationship of the proposed course to other courses at WKU:** WKU has a Graduate Certificate in Gerontology Program. This program has course offerings, such as GERO 501 Perspectives in Aging, GERO 510 Current Issues in Aging, and others that cover a broad array of topics to prepare students for “administrative and leadership roles in organizations serving older adults.” These topics are not specific to the unique needs of physical therapy practitioners. This course will only be offered to DPT students who move through the program in lock step and will be based on suggested entry level competencies promoted by the American Physical Therapy Association. DPT 724 Pathophysiology covers disease processes that are found in patients across the lifespan in the first year of study. DPT 770 Orthopedic Rehabilitation and DPT 771 Neurologic Rehabilitation cover specific diagnoses in the areas of orthopedics and neurology that are common but not exclusive to older clients being treated in physical therapy. DPT 778

Geriatric Physical Therapy will emphasize geriatric patient management in multiple settings and medical problems that are not as specified to the areas of orthopedics or neurology. Topics of wellness, frailty, end-of-life issues, architectural and physical barriers, elder abuse and emotional/social aspects of aging will be included.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes: At the completion of the course content, the student will be able to:

- Assess abnormal conditions which may alter the normal developmental sequence and which may affect arousal, equilibrium, coordination, reflex integrity, and fine and gross motor skills
- Discuss the role of sensory integration on motor behavior in elder patients.
- Discuss the importance of nutrition on maturation, fitness, cognition, and learning in normal and altered states in geriatric populations
- Discuss development of the musculoskeletal system and age-related changes that may occur in balance, gait, and posture in geriatric patients.
- Discuss the physical, behavioral, and hormonal changes that may occur in geriatric patients and the impact upon the rehabilitation process.
- Assess the impact of family history, peer group interaction, work, ergonomics and posture, and leisure activities, including as it relates to rural and underserved areas, on health and fitness across the life span.
- Evaluate the literature and develop evidence-based functional treatment programs based on motor learning and motor control principles in elderly patients.
 - Develop home exercise programs and be able to instruct parents and caregivers in appropriate handling techniques in people with functional limitations.
 - Assess the need for assistive devices.
 - Assess environmental barriers in the home and community environments.
 - Educate patients/caregivers in self-care and home management utilizing assistive and adaptive devices.
 - Educate patients in strategies to improve a patient and or/care giver's ability to perform ADLs and IADLs.
 - Demonstrate ability to adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
 - Provide culturally competent first-contact care to patients/clients needing physical therapy services in rural and urban areas.
 - Discuss integration of care with other health care practitioners as necessary to meet the patient's/client's needs.
 - Identify common antecedents to fear and anxiety associated with illness or disability and their effects on successful rehabilitation.
- Discuss the importance of promoting prevention, nutrition, wellness, and fitness in elderly patients.
- Formulate and appropriately document a safe and comprehensive plan of care that is sensitive to the needs of the patient/client and is within resource constraints.
- Discuss social, psychological, and economic factors that impact patient rehabilitation.
 - Alcohol and drug abuse
 - Anxiety and depression

- Domestic violence and sexual abuse
- Elderly abuse
- Malingering behavior
- Financial hardship
- Describe the grieving process accompanying death, catastrophic loss, disability, and associated coping mechanisms.
 - Identify the role of physical therapy in treating patients for whom death is imminent, and act in accordance to patients' and families' wishes.
- Examine other major body systems (including tests and measures) related to:
 - Aerobic capacity and endurance.
 - Circulation.
 - Ventilation and respiration/gas exchange including rib cage development & relationship to ventilation.
 - Integumentary system.
 - Self-care and home management.
 - Work (job), community, leisure/reintegration including age-appropriate expectations for expected community participation.
- Identify patient management strategies for frail, well and athletic elderly patients.

3.3 Content outline:

- Foundations in Geriatric Physical Therapy
- Nutrition and Polypharmacy
- Geriatric Athlete
- Exercise and Geriatrics
- Frail Elderly Patient
- Family Issues and Elder Abuse
- Motivation
- Patient Education
- Environmental Issues: Adaptation & Assessment
- Environmental Assessment
- Special Settings: Home Health
- Special Settings: Acute & Medically Complex
- Stress & Aging
- Cognition
- End of Life Issues

3.4 Student expectations and requirements:

Students are expected to demonstrate interest in geriatric physical therapy by closely engaging themselves in all course activities and by demonstrating their competence in attaining the learning outcomes. Learning activities including face to face classroom sessions, field trip(s), and laboratory experiences. These will be used to ensure the students have all learning platforms available to them to facilitate the learning process. Written assignments (case studies and application projects) as well as interactive classroom work at both individual and group levels will be assessed for students taking the proposed course.

3.5 Tentative texts and course materials:
Required Text: Guccione GA, Wong RA, Avers D. (2012) Geriatric Physical Therapy, 3rd Edition. St. Louis: Mosby.

- 4. **Budget implications:** There are no anticipated additional needs based on budget.
- 4.1 Proposed method of staffing: Faculty member will absorb this into current workload
- 4.2 Special equipment, materials, or library resources needed: None.

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

6. **Dates of committee approvals:**

Department of Physical Therapy	8/26/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

***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: 8/15/16

College/Department: Ogden College of Science and Engineering, Psychological Sciences

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 270-745-4389

1. Identification of course

- 1.1 Course prefix (subject area) and number: PSYS 440G
- 1.2 Course title: Abnormal Psychology

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:

Current prerequisites: Six hours of psychology, including PSYS 100 / PSY 100 and equivalent, and permission of instructor.

Proposed prerequisites: Permission of instructor.

- 2.6 co-requisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

As this is a graduate level course, WKU undergraduate prerequisite courses cannot be required and transcripts are not checked for undergraduate course transfer equivalency.

4. Term of implementation:

Summer 2017

5. Dates of committee approvals:

Psychological Sciences Curriculum Committee	8/18/16
College Graduate Curriculum Committee	<hr/> 9/14/2016 <hr/>
Graduate Curriculum Committee	<hr/> 10/03/2016 <hr/>
Graduate Council	<hr/> 10/13/2016 <hr/>
University Senate	<hr/> 11/17/2016 <hr/>

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

**Revise a Course
(Action)**

Date: 8/15/16

College/Department: Ogden College of Science and Engineering, Psychological Sciences

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 270-745-4389

1. Identification of course

- 1.1 Course prefix (subject area) and number: PSYS 450G
- 1.2 Course title: Psychology of Personality

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:

Current prerequisites: Six hours of psychology, including PSYS 100 / PSY 100, and permission of instructor.

Proposed prerequisites: None – remove all prerequisites.

- 2.6 co-requisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

As this is a graduate level course, WKU undergraduate prerequisite courses cannot be required.

4. Term of implementation:

Summer 2017

5. Dates of committee approvals:

Psychological Sciences Curriculum Committee	8/18/16
College Graduate Curriculum Committee	9/14/2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

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

**Revise a Course
(Action)**

Date: 8/15/16

College/Department: Ogden College of Science and Engineering, Psychological Sciences

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 270-745-4389

1. Identification of course

- 1.1 Course prefix (subject area) and number: PSYS 451G
- 1.2 Course title: Psychology of Religion

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:

Current prerequisites: Nine hours of psychology, including PSYS 100 / PSY 100 or equivalent; PSYS 210 / PSY 210, PSYS 313 / PSY 313, and PSYS 450 are preferred but not essential.

Proposed prerequisites: None – remove all prerequisites

- 2.6 co-requisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

As this is a graduate level course, WKU undergraduate prerequisite courses cannot be required and transcripts are not checked for undergraduate course transfer equivalency.

4. Term of implementation:

Summer 2017

5. Dates of committee approvals:

Department	08/18/16
College Curriculum Committee	09/14/2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

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

**Revise a Course
(Action)**

Date: 8/15/16

College/Department: Ogden College of Science and Engineering, Psychological Sciences

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 270-745-4389

1. Identification of course

- 1.1 Course prefix (subject area) and number: PSYS 463G
- 1.2 Course title: Evolutionary Psychology

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:

Current prerequisites: PSYS 100 / PSY 100 or equivalent and graduate standing.

Proposed prerequisites: Permission of instructor.

- 2.6 co-requisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

As this is a graduate level course, WKU undergraduate prerequisite courses cannot be required and transcripts are not checked for undergraduate course transfer equivalency.

4. Term of implementation:

Summer 2017

5. Dates of committee approvals:

Department	8/18/16
College Curriculum Committee	<hr/> 9/14/2016
Graduate Curriculum Committee	<hr/> 10/03/2016
Graduate Council	<hr/> 10/13/2016
University Senate	<hr/> 11/17/2016 <hr/>

* Course revision proposals require that a Course Inventory Form be submitted by the College Dean's Office to the Office of the Registrar

**Revise a Course
(Action)**

Date: 8/15/16

College/Department: College of Education and Behavioral Science, Psychology

Contact Person: Steve Winger, steven.winger@wku.edu, 270-745-4421

1. Identification of course

- 1.1 Course prefix (subject area) and number: PSY 440G
- 1.2 Course title: Abnormal Psychology

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:

Current prerequisites: Six hours of psychology, including PSYS 100 / PSY 100 or equivalent, and permission of instructor.

Proposed prerequisites: Permission of instructor.

- 2.6 co-requisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

As this is a graduate level course, WKU undergraduate prerequisite courses cannot be required and transcripts are not checked for undergraduate course transfer equivalency.

4. Term of implementation:

Summer 2017

5. Dates of committee approvals:

Department	8/17/16
College Curriculum Committee	9/6/16
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

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

**Revise a Course
(Action)**

Date: 9/7/16

College, Department: Master of Business Administration

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, ext 56581

1. Identification of course

- 1.8 Course prefix (subject area) and number: BA 511
- 1.9 Course title: APPLIED MICROECONOMIC THEORY

2. Proposed change(s):

- 2.1 Course number: none
- 2.2 Course title: Applied Economic Theory
- 2.3 Credit hours: none
- 2.4 Grade type: none
- 2.5 Prerequisites: none
- 2.6 Corequisites: none
- 2.7 Course description: The course addresses the basic tools of economics to solve important business problems with an emphasis on decision-making and managerial applications. Fundamental concepts such as demand and supply, production and cost, market structure, pricing, economics of strategy, and external business environment will be discussed.
- 2.8 Other:

3. Rationale for revision of course: After curricular review and input from the Economics department faculty and the business community, the MBA Committee agrees to broaden the MBA Economics course to include both micro and macro issues.

4. Term of implementation: Summer 2017

5. Dates of committee approvals:

Department	8/19/16
College Curriculum Committee	9/8/16
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

**Course revision 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: August 18, 2016

College, Department: College of Health and Human Services, Physical Therapy Department

Contact Person: Sonia Young (DPT Curriculum Committee Chairperson), sonia.young@wku.edu; 270-745-3233

6. Identification of course

- 1.1 DPT 729
- 1.2 Course title: Pharmacology in Physical Therapy

7. Proposed change(s):

- 7.1 course number:
- 7.2 course title:
- 7.3 credit hours: **Change from 3 credit hours (current) to 2 credit hours**
- 7.4 grade type:
- 7.5 prerequisites:
- 7.6 corequisites:
- 7.7 course description:
- 7.8 other:

8. **Rationale for revision of course:** This course has been taught for 2 years and it has been determined that the content can be condensed from 3 to 2 credit hours. The course is developed in a manner that allows the students to view online lectures prior to class. These lectures take ~1 hour each based on the textbook used in class. Therefore, the in-class time can be reduced while still allowing for in-class assessments, case studies, and Q&A. Therefore, the updated format allows for a credit hour reduction from 3 to 2 credit hours.

9. **Term of implementation:** Summer 2017

10. Dates of committee approvals:

Department of Physical Therapy	8/26/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

**Course revision 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: August 22, 2016

College, Department: College of Health and Human Services, Physical Therapy Department

Contact Person: Sonia Young (DPT Curriculum Committee Chairperson), sonia.young@wku.edu; 270-745-3233

1. Identification of course

- 1.1 DPT 772
- 1.2 Course title: Cardiopulmonary Rehabilitation

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours: **increase from 2 to 3 credit hours**
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

Cardiopulmonary physical therapy is 1 of the main 4 areas of concentration for PT licensure. Currently, we have one 2 credit hour class, which is insufficient to address the content needed for the students' clinical rotations and for adequate licensure preparation. Also, there is an increased emphasis on patient and clinical situation simulation in PT education. This additional credit hour will allow for a more robust course that will include more simulation opportunities and interdisciplinary collaboration.

4. Term of implementation: Summer 2017

5. Dates of committee approvals:

Department of Physical Therapy	8/26/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

**Course revision 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: August 18, 2016

College, Department: College of Health and Human Services, Physical Therapy Department

Contact Person: Sonia Young (DPT Curriculum Committee Chairperson), sonia.young@wku.edu; 270-745-3233

1. Identification of course

- 1.1 DPT 779
- 1.2 Course title: Physical Therapy Across the Lifespan

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: Pediatric Physical Therapy
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description: Examination of the factors affecting normal and pathologic development in infants and children to age 21. Additionally, treatment techniques appropriate to these populations will be covered.
- 2.8 other:

3. Rationale for revision of course: This course has been taught for 2 years as a lifespan course. The pediatric content is based on recommended entry level competencies described by the Pediatric Academy of the American Physical Therapy Association. The current structure of the course does not have enough time to include all elements needed for entry level practice in pediatrics. If the geriatric content is removed from the course, the extra time spent will enable further development of pediatric topics that are in line with expected entry level practice. Geriatric Physical Therapy will be covered in a new course.

4. Term of implementation: Summer 2017

5. Dates of committee approvals:

Department of Physical Therapy	8/26/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

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

**Course – Suspend/Delete/Reactivate
(Consent)**

Date: August 22, 2016

College, Department: Ogden College of Science and Engineering, Department of Agriculture

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

6. Identification of course or program:

1.10 Current course prefix (subject area) and number: AGRI 473G

1.11 Course title: Interactions in the Cave and Karst Environment

2. Action (check one): suspend delete reactivate

7. Rationale: This course is no longer offered. Its undergraduate equivalent (AGRI 473) was previously deleted.

4. Effect on programs or other departments: None anticipated as the course is not a required component of the Department of Agriculture's graduate degree nor is it applicable to graduate programs in Biology, Geography, or Geoscience.

8. Term of implementation: Spring 2017

9. Dates of committee approvals:

Agriculture Curriculum Committee
Ogden Graduate Curriculum Committee
Graduate Curriculum Committee
Graduate Council
University Senate

<u>September 1, 2016</u>
<u>September 14, 2016</u>
<u>10/03/2016</u>
<u>10/13/2016</u>
<u>11/17/2016</u>

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 7/25/2016

College, Department: CEBS; Psychology

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114

1. Identification of course or program:

1.12 Current course prefix (subject area) and number: PSY 455G

1.13 Course title: Introduction to Clinical Practice of Psychology

2. Action (check one): ___ suspend ___x___ delete ___ reactivate

3. Rationale: Psy 455 does not exist because the number of that course was previously changed to Psy 445 thus a Psy 455G does not make sense. Furthermore, we have graduate level courses for this content that our master's students will take and the undergraduates would take Psy 455. There is no purpose for a G section of the course.

4. Effect on programs or other departments: None.

5. Term of implementation: Spring 2017

5. Dates of committee approvals:

Department	8/17/16
College Curriculum Committee	9/6/16
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: August 22, 2016

College, Department: College of Health and Human Services, Physical Therapy Department

Contact Person: Sonia Young, (DPT Curriculum Committee Chairperson), sonia.young@wku.edu; 270-745-3233

1. Identification of course or program:

- 1.1 Current course prefix and number: DPT 702
- 1.2 Course title: Cultural and Rural Issues

2. Action (check one): suspend delete reactivate

3. Rationale: Currently in the summer semester of the second year of study in the DPT curriculum, students take DPT 772 Cardiopulmonary (2 credit hours) and DPT 702 Cultural and Rural Issues (1 credit hour). Feedback from the students and faculty indicate that cultural and rural topics can be condensed and more time is needed in cardiopulmonary. Upon review, the curriculum committee found that cultural and rural issues are being covered in multiple courses including DPT 700 Orientation to Physical Therapy, DPT 760 Professional Issues, DPT 715 Patient Care Techniques, DPT 727 Health and Wellness, and DPT 748 Prosthetics and Orthotics. These topics will remain in multiple courses, however, these topics will be expanded in DPT 760 to give a concentrated overview of cultural and rural/underserved issues related to physical therapy.

4. Effect on programs or other departments:

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department of Physical Therapy	8/26/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Program
(Action)**

Date: March 15, 2016

College: College of Health and Human Services

Department: Public Health

Contact Person: Cecilia Watkins, cecilia.watkins@wku.edu, 270-745-4796

1. Identification of program:

1.12 Reference number: 0473

1.13 Program title: Master of Science in Environmental and Occupational Health Science

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

- Add EOHS 570, Industrial Hygiene to required EOHS core courses.
- Remove PH 501, Research Methods from required EOHS core courses list and add to EHOS electives.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
Master of Science, Environmental and Occupational Health Science Total Hours = 36 credit hours Core Courses (18 credit hours required) PH 520 - Biostatistics for Public Health (3 hrs) PH 577 – Environmental Toxicology (3 hrs) PH 582 – Epidemiology: Practice and Theory (3 hrs) PH 584 - Principles of Environmental Health (3 hrs) PH 501—Research Methods (3 hrs) EOHS 572 - Environmental and Occupational Epidemiology (3 hrs) Electives (minimum of 12 credit hours required) EOHS Electives PH 510 - Watershed Management and Science (3 hrs) PH 560 – Environmental Management and Risk Assessment (3 hrs) PH 571 - Air Quality Management (3 hrs) EOHS 580 - Solid and Hazardous Waste Management (3 hrs)	Master of Science, Environmental and Occupational Health Science Total Hours = 36 credit hours Core Courses (18 credit hours required) PH 520 - Biostatistics for Public Health (3 hrs) PH 577 – Environmental Toxicology (3 hrs) PH 582 – Epidemiology: Practice and Theory (3 hrs) PH 584 - Principles of Environmental Health (3 hrs) EOHS 570 – Industrial Hygiene (3 hrs) EOHS 572 - Environmental and Occupational Epidemiology (3 hrs) Electives (minimum of 12 credit hours required) EOHS Electives PH 510 - Watershed Management and Science (3 hrs) PH 560 – Environmental Management and Risk Assessment (3 hrs) PH 571 - Air Quality Management (3 hrs) EOHS 580 - Solid and Hazardous Waste Management (3 hrs) PH 595 - Public Health Management of Disasters (3

<p>PH 595 - Public Health Management of Disasters (3 hrs)</p> <p>Worksite Health Promotion Electives PH 502 - Health Promotion in the Workplace (3 hrs) PH 575 - Health Education/Promotion Program Planning (3 hrs) PH 576 – Education and Communication Techniques (3 hrs) PH 587 – Health Behavior (3 hrs)</p> <p>Culminating experience - students must choose a thesis or an internship – (6 credit hrs) Students who select PH 599 complete a thesis according to the requirements of WKU Graduate Studies. A committee of at least three (3) faculty members will direct each thesis. Students will be required to develop a proposal, defend the proposal, complete thesis research, write the thesis document, and then present the thesis to faculty and students. Additionally, each student will orally defend their thesis before their graduate committee.</p> <p>Students who select PH 546 complete an internship experience of 400 hours. As part of this option, each student must develop a portfolio that details the internship experience. Each portfolio will follow a rubric of required elements.</p> <p>The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. Internships will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship. The portfolio will include all internship documentation and the final presentation for the internship. Students completing the internship are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio must follow a rubric of required elements.</p>	<p>hrs) PH 501 – Research Methods</p> <p>Worksite Health Promotion Electives PH 502 - Health Promotion in the Workplace (3 hrs) PH 575 - Health Education/Promotion Program Planning (3 hrs) PH 576 – Education and Communication Techniques (3 hrs) PH 587 – Health Behavior (3 hrs)</p> <p>Culminating experience - students must choose a thesis or an internship – (6 credit hrs) Students who select PH 599 complete a thesis according to the requirements of WKU Graduate Studies. A committee of at least three (3) faculty members will direct each thesis. Students will be required to develop a proposal, defend the proposal, complete thesis research, write the thesis document, and then present the thesis to faculty and students. Additionally, each student will orally defend their thesis before their graduate committee.</p> <p>Students who select PH 546 complete an internship experience of 400 hours. As part of this option, each student must develop a portfolio that details the internship experience. Each portfolio will follow a rubric of required elements.</p> <p>The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. Internships will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship. The portfolio will include all internship documentation and the final presentation for the internship. Students completing the internship are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio must follow a rubric of required elements.</p>
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4. Rationale:

- New faculty has joined the EOHS program, with expertise in industrial hygiene curriculum and developed a graduate course in Industrial Hygiene. This industrial

hygiene course provides students with knowledge and skills better suited for the EOHS program. These skills are highly sought by employers in general industry and environmental health fields.

- Research Methods will still be available as an elective for those students choosing to do a Thesis.

5. Proposed term for implementation: Fall 2017

6. Dates of committee approvals:

Department of Public Health	03/21/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

**Revise a Program
(Action)**

Date: August 26, 2016

College: College of Health and Human Services

Department: Physical Therapy

Contact Person: Sonia Young (DPT Curriculum Committee Chairperson), sonia.young@wku.edu; 270-745-3233

1. Identification of program:

1.1 Reference number: 0013

1.2 Program title: Physical Therapy, Doctor of Physical Therapy

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

- Requiring higher GPA,
- adding more specific information regarding admissions requirements

2.3 curriculum:

- Eliminating DPT 702 from the curriculum and integrating content into other courses
- Adding a new course, DPT 778, to expound upon content that was in another course.
- Reflect revisions to credit hours in other courses. Total program credit hours will not change.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
Catalog Description	Catalog Description
<p>The DPT Program is designed to prepare students to plan and administer treatment to help patients regain diminished physical function lost secondary to injury or disease, to promote soft tissue healing, and to relieve pain. Determining the degree of impairment allows physical therapists to help patients return to full function by using various physical agents to decrease pain and by using therapeutic exercises to increase strength, endurance, and coordination.</p> <p>The purpose of the DPT Program is to provide students pursuing a career in physical therapy the opportunity to acquire the knowledge and skills required for the safe practice of physical therapy. Students are prepared as generalists, but also have some opportunity to investigate specialized</p>	<p>The DPT Program is designed to prepare students to plan and administer treatment to help patients regain diminished physical function lost secondary to injury or disease, to promote soft tissue healing, and to relieve pain. Determining the degree of impairment allows physical therapists to help patients return to full function by using various physical agents to decrease pain and by using therapeutic exercises to increase strength, endurance, and coordination.</p> <p>The purpose of the DPT Program is to provide students pursuing a career in physical therapy the opportunity to acquire the knowledge and skills required for the safe practice of physical therapy. Students are prepared as generalists, but also have some opportunity to investigate specialized aspects of physical therapy through numerous clinical exposures. The program of study consists of 118 credit hours of graduate course work and consists</p>

<p>aspects of physical therapy through numerous clinical exposures. The program of study consists of 118 credit hours of graduate course work and consists of intense academic and clinical work spread over 3 years. These hours are divided between classroom, clinical, and research activities.</p> <p>The DPT Program is an entry-level professional degree program designed to provide individuals with baccalaureate degrees and the appropriate prerequisite courses the knowledge and skills to develop clinical and research expertise in the field of physical therapy. Upon receiving the DPT degree, students will be eligible to sit for the licensure examination in physical therapy. The Mission of the WKU Doctor of Physical Therapy program is to serve the healthcare and preventative needs of the Commonwealth of Kentucky, including rural and under-served areas, by developing culturally competent, caring, autonomous physical therapists who will engage in evidence based practice, critical thinking, professional behavior, life-long learning, and community/professional service. In addition to formal lecture and laboratory courses, students are required to successfully complete clinical experiences usually conducted at external agencies/facilities. Due to the nature of these experiences and to stipulations established by agencies/facilities, specific requirements for students may exist to be eligible to participate in the clinical experiences. These requirements may include, but are not limited to, undergoing criminal background checks, drug testing, and TB skin tests; providing proof of health insurance, professional liability insurance, and/or immunization records or blood titers verifying proof of immunizations. These items may need to be updated annually. Additionally, there may be certifications, training seminars, or other requirements specified by the facility/agency that a student must meet in order to be eligible for clinical experiences at a facility. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in any on or off-campus experiences; students may be responsible in part</p>	<p>of intense academic and clinical work spread over 3 years. These hours are divided between classroom, clinical, and research activities.</p> <p>The DPT Program is an entry-level professional degree program designed to provide individuals with baccalaureate degrees and the appropriate prerequisite courses the knowledge and skills to develop clinical and research expertise in the field of physical therapy. Upon receiving the DPT degree, students will be eligible to sit for the licensure examination in physical therapy. The Mission of the WKU Doctor of Physical Therapy program is to serve the healthcare and preventative needs of the Commonwealth of Kentucky, including rural and under-served areas, by developing culturally competent, caring, autonomous physical therapists who will engage in evidence based practice, critical thinking, professional behavior, life-long learning, and community/professional service.</p> <p>In addition to formal lecture and laboratory courses, students are required to successfully complete clinical experiences usually conducted at external agencies/facilities. Due to the nature of these experiences and to stipulations established by agencies/facilities, specific requirements for students may exist to be eligible to participate in the clinical experiences. These requirements may include, but are not limited to, undergoing criminal background checks, drug testing, and TB skin tests; providing proof of health insurance, professional liability insurance, and/or immunization records or blood titers verifying proof of immunizations. These items may need to be updated annually. Additionally, there may be certifications, training seminars, or other requirements specified by the facility/agency that a student must meet in order to be eligible for clinical experiences at a facility. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in any on or off-campus experiences; students may be responsible in part or in full for any costs incurred to meet such requirements. Student questions regarding the agreements with external agencies may be directed to the Academic Coordinator of Clinical Education of the DPT Program. Students are also responsible for transportation to and from off-campus experiences.</p> <p>For more information visit www.wku.edu/physicaltherapy/index.php or call the DPT Program office, (270) 745-4071. For admissions information, contact Dr. Ray VanWye (270) 745-4925.</p>
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<p>or in full for any costs incurred to meet such requirements. Student questions regarding the agreements with external agencies may be directed to the Academic Coordinator of Clinical Education of the DPT Program. Students are also responsible for transportation to and from off-campus experiences.</p> <p>For more information visit www.wku.edu/physicaltherapy/index.php or call the DPT Program office, (270) 745-4071. For admissions information, contact Dr. Kurt Neelly, (270) 745-4062.</p>	
<p>Admissions Requirements</p>	<p>Admissions Requirements</p>
<p>Program Admission Admission to the program is competitive and is limited to 30 students per class. Complete applications that are received by the application due date will be reviewed by the Admissions Committee to determine which applicants will be offered an interview. Following the completion of all interviews, the Admissions Committee will determine which applicants will be offered entry into the program. Due to the competitiveness for entry into the program and the limited spaces available, applicants that meet the minimum requirements are not ensured admission into the program.</p> <p>The following are requirements for admission into the Doctor of Physical Therapy (DPT) Program:</p> <ol style="list-style-type: none"> 1. Baccalaureate Degree: Prospective candidates must earn a baccalaureate degree from an accredited college or university prior to matriculation. 2. Official Transcripts from all College, University, and professional coursework. 3. Prerequisite Courses: Prospective candidates must complete the following prerequisite courses: <ul style="list-style-type: none"> ○ Twelve (12) hours of laboratory and lecture based biology to include: Anatomy: laboratory and lecture based anatomy (an anatomy/physiology course with lab is acceptable). At WKU, this course is BIOL 131. ○ Biology: Additional hours of laboratory and lecture based 	<p>Program Admission Admission to the program is competitive and is limited to 30 students per class. Complete applications that are received by the application due date will be reviewed by the Admissions Committee to determine which applicants will be offered an interview. Following the completion of all interviews, the Admissions Committee will determine which applicants will be offered entry into the program. Due to the competitiveness for entry into the program and the limited spaces available, applicants that meet the minimum requirements are not ensured admission into the program.</p> <p>The following are requirements for admission into the Doctor of Physical Therapy (DPT) Program:</p> <ol style="list-style-type: none"> 1. Baccalaureate Degree: Prospective candidates are required to earn a baccalaureate degree from an accredited college or university prior to matriculation. 2. Prerequisite Courses: Prospective candidates are required to complete the following prerequisite courses: <ul style="list-style-type: none"> ○ Human Anatomy (1 semester with lab) OR Human Anatomy & Physiology I (1 semester with lab) ○ Biology (2 semesters with labs) ○ General Chemistry (2 semesters with labs) ○ General Physics (2 semesters with labs) ○ Psychology (1 semester) ○ Statistics (1 semester) ○ No grade lower than a C (i.e. C-, D, F) is acceptable in the above prerequisite courses. 3. Grade Point Average (GPA): A minimum undergraduate GPA of 3.0 on a 4.0 scale, for both cumulative and prerequisite courses. 4. Graduate Record Exam (GRE): <ul style="list-style-type: none"> ○ There is no minimum GRE score requirement. ○ A composite score of 300 or higher on the

biology. At WKU, these courses are [BIOL 120/BIOL 121](#), [BIOL 122/BIOL 123](#). Second semester anatomy with lab or anatomy/physiology with lab is also acceptable to count towards this requirement. At WKU, this course is [BIOL 231](#).

- Chemistry: Two semesters of laboratory and lecture-based inorganic (general) chemistry (for science majors). At WKU, these courses are as follows: [CHEM 120/CHEM 121](#), [CHEM 222/CHEM 223](#)
- Physics: Two semesters of laboratory and lecture-based physics (for science majors). At WKU, these courses are as follows: [PHYS 231/PHYS 232](#) and [PHYS 332/PHYS 233](#) (or [PHYS 201](#) and [PHYS 202](#))
- Six (6) hours social/behavioral sciences (psychology, sociology, anthropology, philosophy, ethics, etc.)
- One semester statistics or research methods
- No grade lower than a C is acceptable in the above prerequisite courses.

4. Grade Point Average (GPA): A minimum undergraduate GPA of 2.75 on a 4.0 scale, for both cumulative and prerequisite courses.

5. Graduate Record Exam (GRE): Typically, a composite score of 300 or higher (1000 or higher on the older version of the exam) on the verbal and quantitative sections of the GRE is preferred. A score of 4 out of 6 is recommended on the Analytical Writing Section of the GRE.

6. Doctor of Physical Therapy Program supplemental application materials:

- DPT Program Supplemental Application
- Two Letters of Recommendation
- Written Personal Statement
- Apply online using the Physical

verbal and quantitative sections is recommended.

- A score of 4 out of 6 on the analytical writing section is recommended.

5. Doctor of Physical Therapy Program application materials:

- Prospective students are required to apply online using the Physical Therapist Centralized Application Service (PTCAS).

1. Prospective students are required to submit official Transcripts from all College, University, and professional coursework for PTCAS verification.
2. Prospective students are required to submit official GRE scores to PTCAS using code 0557.
3. Two Letters of Recommendation
 - a. The first letter of recommendation is required from a licensed Physical Therapist.
 - b. The second letter of recommendation is required to be from a current or previous professor, an advisor, or a current or previous employer/supervisor
4. Please refer to the PTCAS WKU Program Profile website for further information regarding completing your application.

- Applicants are required to complete the WKU graduate school application.

1. Prospective students are required to submit official Transcripts from all College, University, and professional coursework directly to the WKU Graduate School.
2. Prospective students are required to submit official GRE scores directly to the WKU Graduate School using code 0557
3. Please refer to the Graduate School at WKU website for clarification regarding the application process.

6. Technical Standards: Students are required to enter the Program with a minimum level of ability in specific areas termed "Technical standards." For successful admission into the Program, students are required to meet the minimum technical standards with or without

<p>Therapist Centralized Application Service (PTCAS). Please refer to the program website for further information</p> <p>7. Technical Standards: Students must enter the Program with a minimum level of ability in specific areas termed "technical standards." For successful admission into the Program, students must be able to meet minimum technical standards with or without reasonable accommodation as part of the Core Performance Standards as stated in the DPT Program Student Manual and Program Policies and Procedures.</p> <p>8. An interview may be required.</p> <p>9. Applicants are required to complete the WKU graduate school application. Please refer to the program website for clarification regarding the application process.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p>	<p>reasonable accommodation as part of the Core Performance Standards as stated in the DPT Program Student Manual and Program Policies and Procedures. Your application to the WKU DPT program signifies you have reviewed and understand the Technical Standards provided on the WKU DPT program website. In addition, upon admission you will be required to sign documentation that you understand the implications and content in each section, as well as signify whether you will or will not require reasonable accommodations.</p> <p>7. An interview may be required.</p>																																																								
<p>Program Requirements (118 hours)</p>	<p>Program Requirements (118 hours)</p>																																																								
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DPT 727 Health Promotion and Wellness in Physical Therapy	2	DPT 728 Clinical Exercise Physiology	2
DPT 728 Clinical Exercise Physiology	2	DPT 729 Pharmacology in Physical Therapy	2
DPT 729 Pharmacology in Physical Therapy	3	DPT 736 Neuroanatomy	3
DPT 736 Neuroanatomy	3	DPT 737 Neurophysiology	3
DPT 737 Neurophysiology	3	DPT 738 Motor Control	2
DPT 738 Motor Control	2	DPT 740 Physical Modalities	3
DPT 740 Physical Modalities	3	DPT 742 Diagnostic Testing and Imaging	2
DPT 742 Diagnostic Testing and Imaging	2	DPT 745 Wound Care	2
DPT 745 Wound Care	2	DPT 746 Orthopaedic Assessment	4
DPT 746 Orthopaedic Assessment	4	DPT 747 Women's Health in Physical Therapy	2
DPT 747 Women's Health in Physical Therapy	2	DPT 748 Prosthetics and Orthotics	2
DPT 748 Prosthetics and Orthotics	2	DPT 751 Supervised Clinical Education I	4
DPT 751 Supervised Clinical Education I	4	DPT 752 Supervised Clinical Education II	5
DPT 752 Supervised Clinical Education II	5	DPT 753 Supervised Clinical Education III	7
DPT 753 Supervised Clinical Education III	7	DPT 754 Supervised Clinical Education IV	9
DPT 754 Supervised Clinical Education IV	9	DPT 760 Professional Issues	2
DPT 760 Professional Issues	2	DPT 762 Physical Therapy Management and Administration	3
DPT 762 Physical Therapy Management and Administration	3	DPT 770 Orthopaedic Rehabilitation	4
DPT 770 Orthopaedic Rehabilitation	4	DPT 771 Neurological Rehabilitation	4
DPT 771 Neurological Rehabilitation	4	DPT 772 Cardiopulmonary Rehabilitation	3
DPT 772 Cardiopulmonary Rehabilitation	2	DPT 774 Spine Assessment and Intervention	3
DPT 774 Spine Assessment and Intervention	3	DPT 775 Differential Diagnosis	4
DPT 775 Differential Diagnosis	4	DPT 778 Geriatric Physical Therapy	1
DPT 779 Physical Therapy Across the Lifespan	3	DPT 779 Pediatric Physical Therapy	3
DPT 781 Research in Physical Therapy I	3	DPT 781 Research in Physical Therapy I	3
DPT 782 Research in Physical Therapy II	3	DPT 782 Research in Physical Therapy II	3
DPT 783 Research in Physical Therapy III	3	DPT 783 Research in Physical Therapy III	3
DPT 784 Research in Physical Therapy IV	1	DPT 784 Research in Physical Therapy IV	1
DPT 785 Research in Physical Therapy V	1	DPT 785 Research in Physical Therapy V	1
DPT 790 Physical Therapy Seminar	1	DPT 790 Physical Therapy Seminar	1
Total Hours	118	Total Hours	118

4. Rationale:

After graduating the first cohort in May 2016, the faculty analyzed and reviewed the current curriculum to determine how to improve the content delivery. From this analysis, several changes are proposed.

Those changes are outlined below and do not change the overall credit hours of the program which will remain at 118.

- Delete the DPT 702 Cultural and Rural Issues Course (1 credit hour) and absorb the material in other classes such as DPT 760 and others as topics related to cultural and rural issues in physical therapy is already covered in multiple courses.
- Add a new course, DPT 778 Geriatric Physical Therapy, to maintain needed geriatric content for entry-level physical therapy. DPT 779 was revised to increase pediatric focus and remove geriatric physical therapy content.
- Reflect the addition of 1 credit hour to DPT 772 Cardiopulmonary Rehabilitation making it 3 credit hours as cardiopulmonary is one of the main 4 areas of concentration on the board exam and there is insufficient time to cover all the material currently at 2 credit hours.
- Reflect the revision of increased credit hours to DPT 779 to focus on pediatric physical therapy content.
- Reflect reduction of credit hours in DPT 729 Pharmacology in PT from 3 to 2.

5. Proposed term for implementation: Summer 2017

6. Dates of committee approvals:

Department of Physical Therapy	8/26/2016
CHHS Graduate Curriculum Committee	Sept. 19, 2016
Graduate Curriculum Committee	10/03/2016
Graduate Council	10/13/2016
University Senate	11/17/2016

Revise a Program

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> <ul style="list-style-type: none"> 1. 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. 2. 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 	<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> <ul style="list-style-type: none"> 1. 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. 2. 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)

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 scores prior to August 1, 2011, a GAP

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<p>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.</p>	<p>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.</p>
<p align="center">Program Requirements (31-37 hours)</p>	<p align="center">Program Requirements (31¹-43 hours)</p>
<p>Teacher Leader Professional Education Core Courses</p>	<p>Teacher Leader Professional Education Core Courses</p>
<p>TCHL 500 Foundations of Teacher Leadership 3</p>	<p>TCHL 500 Foundations of Teacher Leadership 3</p>
<p>TCHL 530 Curriculum Development 3</p>	<p>TCHL 530 Curriculum Development 3</p>
<p>TCHL 545 Classroom Instruction Strategies ¹ 3</p>	<p>TCHL 545 Classroom Instruction Strategies ¹ 3</p>
<p>TCHL 555 School and Classroom Assessment ¹ 3</p>	<p>TCHL 555 School and Classroom Assessment ¹ 3</p>
<p>TCHL 559 Action Research Design for Teacher Leaders 1</p>	<p>TCHL 559 Action Research Design for Teacher Leaders 1</p>
<p>TCHL 560 Action Research Capstone for Teacher Leaders 3</p>	<p>TCHL 560 Action Research Capstone for Teacher Leaders 3</p>
<p><u>Specialization Component</u></p>	<p>Mid-Point Assessment Requirements</p>
<p>SPED 518 Seminar: Contemporary Challenges in Special Education 3</p>	<p>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 assessment results.</p>
<p>SPED 530 Advanced Assessment Techniques 3</p>	
<p>SPED 531 Advanced Prescriptive Teaching 3</p>	
<p>SPED 532 Families, Professionals and Exceptionalities 3</p>	
<p>SPED 533 Seminar: Curriculum for Learning and Behavior Disorders 3</p>	
<p>SPED 630 Special Education Law and Finance 3</p>	
<p>SPED 595 Advanced Preparation Capstone for Special Education ² 3</p>	

<p>Mid-Point Assessment Requirements</p> <p>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 assessment results.</p> <p>Total Hours</p> <p>1</p>	<p><u>Core Specialization Component for all students in the LBD Teacher Leader Program</u> 9 hours</p> <table border="0"> <tr> <td>SPED 530</td> <td>Advanced Assessment Techniques</td> <td>3</td> </tr> <tr> <td>SPED 630</td> <td>Special Education Law and Finance</td> <td>3</td> </tr> <tr> <td>SPED 595</td> <td>Advanced Preparation Capstone for Special Education²</td> <td>3</td> </tr> </table> <p>Graduates will select one of three pathways based on prior degrees.</p> <p>1. <u>Advanced Pathway for those holding Prior LBD Certification : 12 Hours Advanced</u></p> <p>Required (3):</p> <ul style="list-style-type: none"> — LTCY 527 Literacy Learning and Cultural Differences (3) <p>Electives 9 credits:</p> <ul style="list-style-type: none"> — 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 <p>2. <u>Certification Pathway for those holding Prior MSD Certification; Select 12 Hours Advanced</u></p> <ul style="list-style-type: none"> — SPED 533 Seminar: Curriculum in LBD 3 FBE* 	SPED 530	Advanced Assessment Techniques	3	SPED 630	Special Education Law and Finance	3	SPED 595	Advanced Preparation Capstone for Special Education ²	3
SPED 530	Advanced Assessment Techniques	3								
SPED 630	Special Education Law and Finance	3								
SPED 595	Advanced Preparation Capstone for Special Education ²	3								

- 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 Additional 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

[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 grade of C or higher) and present research results in an

candidates who enter the program 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: 40-43

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>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: Fall 2017**

6. **Dates of committee approvals:**

Department	<u>04/15/2016</u>
College Curriculum Committee	<u>05/03/16</u>
Professional Education Council (if applicable)	<u>5/11/2016</u>
Graduate Curriculum Committee	<u>10/03/2016</u>
Graduate Council	<u>10/13/2016</u>
University Senate	<u>11/17/2016</u>

**Gordon Ford College of Business
Masters of Business Administration
Proposal to Revise A Program
(Action Item)**

Contact Person: Bob Hatfield, bob.hatfield@wku.edu

5. Identification of program:

- 1.1 Current program reference number: 057
- 1.2 Current program title: Masters of Business Administration
- 1.3 Credit hours: 30

6. Identification of the proposed program changes:

- Include GMAT waiver for students who have **a) successfully completed a Bachelor degree b) with a 3.5 overall GPA or higher c) in a Business Program at the Gordon Ford College of Business or other AACSB accredited program. (All 3 conditions must be met.)**

7. Detailed program description:

Previous	Proposed
<p>The admission process for the MBA program at Western Kentucky University involves the following steps and requirements¹:</p> <ol style="list-style-type: none"> 1. Completion of Graduate School admission application, a current resume with two references listed, submission of an official undergraduate degree transcript from each university attended, and an official copy of a GMAT score taken within the last five years. 2. Applicants seeking admission must meet the following criteria: minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5. Applicants not meeting these standards may be considered on a case-by-case basis if applicant has a GAP score of 1100 or more [GAP = GMAT total scaled score + (Undergraduate GPA x 200)]. 3. Professional admission standards may use substantial professional work experience (five years minimum of professional or 	<p>The admission process for the MBA program at Western Kentucky University involves the following steps and requirements¹:</p> <ol style="list-style-type: none"> 1. Completion of Graduate School admission application, a current resume with two references listed, submission of an official undergraduate degree transcript from each university attended, and an official copy of a GMAT score taken within the last five years. 2. Applicants seeking admission must meet the following criteria: minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5. Applicants not meeting these standards may be considered on a case-by-case basis if applicant has a GAP score of 1100 or more [GAP = GMAT total scaled score + (Undergraduate GPA x 200)]. 3. Professional admission standards may use substantial professional work experience (five years minimum of professional or

<p>mid to upper level management experience) to overcome deficiencies in other admission criteria.</p> <p>4. GMAT Waiver: the GMAT requirement will be waived for students who already possess a doctoral degree (MD, JD, DO, DDS, PharmD, PhD, EdD, etc.) or those who have completed and passed all sections of the CPA exam.</p> <p>5. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in six major areas by successfully completing one of the following:</p> <ul style="list-style-type: none"> a. one or more preparatory courses as specified by the MBA Director; b. BA 502; c. one or more core area proficiency exams (fees required). <p>¹ These minimum requirements establish eligibility for admission, but do not guarantee acceptance.</p>	<p>mid to upper level management experience) to overcome deficiencies in other admission criteria.</p> <p>4. GMAT Waiver: the GMAT requirement will be waived for students who already possess a doctoral degree (MD, JD, DO, DDS, PharmD, PhD, EdD, etc.) or those who have completed and passed all sections of the CPA exam.</p> <p>5. Students may also receive a GMAT waiver if they have a) successfully completed a Bachelor degree b) with a 3.5 overall GPA or higher c) in a Business Program at the Gordon Ford College of Business or other AACSB accredited program. (All 3 conditions must be met.)</p> <p>6. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in six major areas by successfully completing one of the following:</p> <ul style="list-style-type: none"> a. one or more preparatory courses as specified by the MBA Director; b. BA 502; c. one or more core area proficiency exams (fees required). <p>¹ These minimum requirements establish eligibility for admission, but do not guarantee acceptance.</p>
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8. **Rationale for the proposed program change:** to reflect national admissions trends and helps attract students with the highest GPAs for all of the MBA program options. This change aligns with the GMAT and GRE waivers in the other 2 graduate programs in the GFCB.

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

10. Dates of prior committee approvals:

MBA (Curriculum) Committee:	<u>9/8/2016</u>
GFCB Graduate Committee:	<u>9/12/2016</u>
Graduate Curriculum Committee	<u>10/03/2016</u>
Graduate Council:	<u>10/13/2016</u>
University Senate:	<u>11/17/2016</u>

Certificate Program - Create New

(Action)

Date: August 13, 2016

College: CEBS

Department: Counseling and Student Affairs

Contact Person: Imelda N. Bratton, Imelda.bratton@wku.edu, 270-779-6265

1. Identification of program:

1.3 Program title: Play Therapy Certificate

1.4 Required hours: 12 hours

1.5 Program Description: This interdisciplinary certificate program is designed for education professionals and/or mental health professionals to learn basic and advanced skills in play therapy for use with children, adolescents, or adults.

1.6 Classification of Instructional Program Code (CIP): 42.2899

2. Learning outcomes of the proposed certificate program:

This program is designed to enhance one's knowledge and skills related to play therapy. Upon completion of this certificate, graduates will be able to:

- Demonstrate knowledge of developmental stages across the lifespan and how to modify counseling techniques appropriately to match developmental level of clients.
- Demonstrate knowledge of basic and advanced play therapy techniques such as tracking, content restating; reflection of feelings, giving back responsibility, setting limits, and developing treatment plans for use with a variety of cultural and ethnic backgrounds.
- Demonstrate knowledge of parent consultation skills and developing plans to use in consultations with parents such as skill development and psychoeducation.
- Demonstrate knowledge of and practice basic and advanced skills with volunteers to improve conceptualization skills, ability to provide play therapy techniques, self-reflection, and self-evaluation.
- Effectively select toys, materials, and equipment necessary to provide play therapy.
- Demonstrate knowledge of how to advocate for the play therapy profession, clients, and parents in the community and in the school setting.
- Demonstrate knowledge of social and emotional skills, critical thinking, and problem solving skills that relate to providing effective play therapy for clients.

3. Rationale:

3.1 Reason for developing the proposed certificate program: Developmentally, children typically require different techniques other than talk therapy when addressing feelings (Landreth, 2015). At times, adolescents and adults may also struggle with being able to verbalize sensitive emotional thoughts, feelings or experiences. The use of play therapy and expressive arts techniques has been shown to assist clients in representing their thoughts and feelings instead of relying completely on verbal communication (Kottman, 2016). The creation of this Play Therapy Certificate program will provide basic and advanced instruction in play therapy and expressive arts for practitioners to integrate in the counseling process. The Counseling Department offers three mental health programs: (1) school counseling, (2) clinical mental health counseling, and (3) marriage and couples counseling. Each program prepares students to provide mental health services to school or community members. Currently the school counseling and clinical mental health counseling programs offer a restricted elective of play therapy. Many students add additional courses to their 48 or 60-hour program to take the additional play therapy classes so they may receive advanced instruction in working developmentally appropriately with children and adolescents. Additionally, students are able to

Demonstrate knowledge of and specialize in play therapy and expressive arts techniques that can be applied with families, couples and adults.

The Association for Play Therapy (APT) offers a Registered Play Therapy (RPT) and Registered Play Therapy – Supervisor (RPT-S), which are international credentials. The RPT and RPT-S has a 150-hour education requirement of specific coursework relating to play therapy and expressive arts. Successful completion of the Play Therapy Certificate will meet the educational requirements for the RPT and RPT-S credential. Current students and practitioners in the field who may not be degree seeking but desire education in the specialized work with children may work towards the Play Therapy Certificate. According to the Association for Play Therapy directory, there are only four mental health providers in the local area that have the RPT or RPT-S credential. This can be a concern as children under the age of 12 make up almost half of clients between mental health agencies and school settings.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: Student Affairs has a certificate program focused on Career Services, which is specific to career-related topics in higher education settings. The career courses are intended for Student Affairs professionals to learn basic and advanced knowledge and skills needed for working with college students and clients. The Play Therapy Certificate program being proposed is specifically designed to integrate play therapy techniques in use with clients and is designed for mental health professionals in the counseling process.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no other similar certificate programs offered in other departments at WKU. The Play Therapy Certificate program has a target population of children in the P-12 range. The specific courses included in this certificate program are specific to working with children, adolescents, and adults with a focus of basic and advanced applied skills and best practices in the community and school system.

The Social Work Department has an Expressive Arts course titled SWRK 675 – Expressive Therapies, but the focus is specific to the social work field and has more of a holistic approach rather than a specific approach to expressive arts techniques such as art, music, dance/movement, and psychodrama. Course Description: SWRK 675 - Expressive Therapies (3 hours) Prerequisite: SWRK 520 or permission of the instructor. Teaches therapy from a holistic perspective that embraces alternative practices for personal change and growth. Students will obtain knowledge from various theories and models with interventions that are relevant for social work practice.

- 3.4 Projected enrollment in the proposed certificate program: Based on interest expressed by previous and current students in the Counseling Department, the lack of such programs in the surrounding area, and increased professional recognition of WKU and Talley Family Counseling Center's play therapy program, beginning enrollments are projected to be 10, increasing over time. Students in any mental health program are eligible to participate in the Play Therapy Certificate as well as practitioners.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- Play Therapy Certificate, Eastern Kentucky University. Mental health graduate students.
 - Play Therapy Certificate, Capella University. Mental health graduate students.
 - Play Therapy Certificate, University of California San Diego. Mental health graduate students.
 - Play Therapy Certificate, Antioch University. Mental health graduate students.

**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

7. Identification of program:

1.4 Program title: Place-Based Education Certificate

1.5 Required hours: 12

1.6 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 in the natural and built environment as the integrating context for learning. This program does not lead to teacher certification.

1.7 Classification of Instructional Program Code (CIP): 13.1338

8. Learning outcomes of the proposed certificate program:

9. Rationale:

3.7 Reason for developing the proposed certificate program: This certificate will appeal to a broad audience of students in a variety of majors, including: museum studies, 4-H extension leaders, Parks and Recreation majors, state and national park interpreters nonformal educators and P-12 teachers. After sending out a survey to state listserves in environmental education, science and social studies, teachers and nonformal educator respondents showed over 90% interest in a program that provided PBE. This program could also help support the Kentucky Environmental Literacy Plan, approved by the Kentucky Board of Education in 2011, which desires an environmental education educator at each school in Kentucky. Benefits from a PBE certificate include, more involvement in local communities (linking communities with education); equal relevance in small towns and big cities, and effectiveness for all students, preschool through high school students. Because 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, this certificate works well for those in nonformal settings like museums, state and national parks, zoos, and arboretums. 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, which is the perfect connection for meeting Career and College Readiness standards as well.

- 3.8 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.
- 3.9 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 Geoscience/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.
- 3.10 Projected enrollment in the proposed certificate program: Based on the interest from the state-wide survey, projected enrollment is 10 per semester
- 3.11 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.
- 3.12 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.

10. Admission Criteria: Admission to the Graduate College

College of Education and Behavioral Sciences

Education Specialist Degree Gifted Education and Talent Development

Contact Person: Dr. Julia Roberts

A. Identification of program:

- 1.1 Program title: Gifted Education and Talent Development
- 1.2 Degree Type: Education Specialist Degree
- 1.3 Classification of Instructional Program Code (CIP): 13.1004

B. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement

and as complemented by the institution's academic plan.

1. List the objectives of the proposed program.

The global objectives of the Specialist Degree in Gifted Education and Talent Development is to prepare leaders who understand and implement strategies, procedures, and policies that allow children and youth with gifts and talents to achieve their potentials and to provide in-depth learning experiences to develop expertise in gifted education and talent development.

Individuals who earn the Specialist Degree in Gifted Education and Talent Development will provide evidence of achieving the following National Association for Gifted Children (NAGC) K-12 Programming Standards:

- 1) Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.
- 2) Assessment: Educators provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in academic areas, creativity, leadership, the visual and performing arts as well as intellectual giftedness.
- 3) Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
- 4) Learning Environments: Educators design learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.
- 5) Programming: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this

expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

6) Professional Development: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standards. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes..

2. Explain how the proposed program relates to the institutional mission and academic plan. The following is WKU's mission statement:

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.

The proposed programs will address WKU's strategic goal 1: Foster Academic Excellence. Educators pursuing the Specialist Degree in Gifted Education and Talented Development will study and implement strategies that prepare educators to address the needs of children and young people to learn at the highest levels. It will address Objective 1.4: Promote research, creative and scholarly activity by faculty and students since this objective will be central to the Ed.S. All graduates with the Specialist Degree in Gifted Education and Talent Development will complete a thesis. Objective 1.5: Prepare students for lifelong learning and success. This objective relates to this program as the graduates will be increasing the expertise of teachers at all levels as they specialize in content and strategies to address the needs and promote the learning of children and young people with gifts and talents. Strategic Goal 2.1: Enhance the diversity and international profile of faculty, staff, and student populations relates to international students and international experiences of faculty and students. Expertise in gifted education is highly valued by governments in other countries. Since the international headquarters of the World Council for Gifted and Talented Children is located at WKU, the new program will attract international students interested in pursuing graduate study in gifted education. The presence of the headquarters also adds opportunities for educators enrolled in the Ed.S. to interact with and learn about gifted education in various countries around the world. Faculty teaching in the Ed.S. program engage in international exchanges and travel experiences as well as participate in conferences around the world.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.

The 2016-2021 statewide agenda for the Council for Postsecondary Education has the vision that “Kentucky will experience greater prosperity and a higher quality of life through increased educational attainment, workforce readiness, research and innovation.” The agenda projects the impact that “Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.”

Students who matriculate through this program will improve teacher excellence by increasing their skills and knowledge to address the needs of children with gifts and talents. The required research component will require graduate students to design and implement research that may impact the Commonwealth by increasing the knowledge base for Gifted Education and Talent Development in Kentucky and beyond. The convenient online learning environment of courses in the program will allow students across the state and outside state borders to access the program.

The Specialist Degree in Gifted Education and Talent Development will impact all of the students in grades K-12 that the graduates with the Specialist Degree in Gifted Education and Talent Development teach, counsel, and lead. The overall difference this Specialist Degree program will have on children and young people in Kentucky and beyond is that it will increase the success these students experience in their work, life, and communities. The end- result will be beneficial for Kentucky and in line with the *Stronger by Degree: A Plan to Create a More Educated & Prosperous Kentucky*.

Kentucky’s Unbridled Future Strategic Economic Development Plan, January 2012 states, “Kentucky should begin the process of creating intellectual capacity in the industries that will provide the jobs moving forward in the 21st Century” (p. 51). Developing intellectual capacity begins early with children, and Kentucky needs educators who understand children and young people with gifts and talents and who have strategies and conceptual understanding to develop the innovative capabilities and creative potential of these children and young people. A priority of the report is to “create an entrepreneurial culture” (p. 52).

4. Explain how the proposed program furthers the statewide implementation plan.

The proposed MAE in Gifted Education and Talent Development reflects the statewide postsecondary education 2011-2015 strategic agenda, *Stronger by Degrees*, in a number of ways. The proposed MAE program contributes toward the vision that all Kentuckians will be prepared to succeed in a global economy by addressing multiple policy objectives from the *Stronger by Degrees* document. In general, the program will improve teacher preparation, with a focus on teachers of advanced learners, which may improve college and career readiness; student success; research, economic, and community development; and enhance efficiency and innovation of

the existing university programs. The manner in which the proposed program addresses these policy objectives is described in more detail as follows:

This proposed Specialist Degree in Gifted Education and Talent Development will align with the following performance metrics: New Teacher Excellence, Degrees and Credentials conferred, Research and development funding, and Online learning. Students who matriculate through this program will improve teacher excellence by increasing their skills and knowledge to address the needs of children with gifts and talents. The required research component will require graduate students to design and implement research that may impact the Commonwealth by increasing the knowledge base for Gifted Education and Talent Development in Kentucky and beyond. The convenient online learning environment of courses in the program will allow students across the state and outside state borders to access the program.

C. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. The learning outcomes of the Gifted Education and Talent Development program are as follows:

- Demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues.
- Demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs.
- Demonstrate understanding of the effects that gifts and talents can have on learning in school as well as throughout a lifetime.
- Demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents.
- Actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents.
- Demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development.
- Plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents.
- Plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress.
- Demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning.
- Demonstrate ability to collaborate with families, other educators, and related service providers to ensure learning and well-being of children and young people with gifts and talents.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

In order to show progression in mastery level, the following table includes the relationship between student mastery of learning outcomes and the courses. Three levels of preparation are Introductory (I), Developing (D), and Mastery (M).

The objectives of the Specialist Degree in Gifted Education and Talent Development are to prepare leaders who understand and implement strategies, policies, and procedures that allow children to:

- Demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues. Courses include GTE 536 (I/D), PSY 432G (I/D), GTE 539 (D/M), GTE 540 (D/M), GTE636 (M), and GTE 637 (M).
- Demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs. Courses include GTE 536 (I/D), PSY 432G (I/D), GTE 636 (D/M), and GTE 637 (D/M).
- Demonstrate understanding of the effects that gifts and talents can have on learning in school as well as throughout a lifetime. Courses include GTE 536 (I), PSY 432G (D/M), GTE 636 (D/M), and GTE 637 (D/M).
- Demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents. Courses include GTE 537 (I, D, M) and GTE 636 (D, M).
- Actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents. Courses include GTE 537 (I, D), PSY 432G (I, D, M), GTE 539 (D, M), and GTE 540 (D, M).
- Demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development. Courses include GTE 536 (I) and GTE 537 (D, M).
- Plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents. Courses include GTE 537 (I, D), GTE 539 (D, M), and GTE 540 (D, M).
- Plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress. Courses include GTE 537 (I/D), GTE 539 (D/M), and GTE 540 (D/M).
- Demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning. Courses include GTE 536 (I), PSY

432G (I), GTE 539 (D), GTE 540 (D), GTE 636 (M), and GTE 637 (M).and youth with gifts and talents to achieve their potentials and to provide in-depth learning experiences to develop expertise in gifted education and talent development.

3. Highlight any distinctive qualities of this proposed program.

One distinctive quality of the Specialist Degree in Gifted Education and Talent Development is that it offers an additional degree to prepare professionals with advanced coursework in gifted education. In lieu of working solely toward a change in rank or a Rank I, educators who have earned a master's degree can earn an advanced degree in their area of specialization and also reach Rank I status.

Another distinctive quality is that the Specialist Degree in Gifted Education and Talent Development builds on a 35-year history at WKU, offering coursework in gifted education and programming for children and young people who are gifted and talented. The degree highlights the extensive programming for gifted students and educators available on WKU's campus through The Center for Gifted Studies, The Gatton Academy for Mathematics and Science in Kentucky, the World Council for Gifted and Talented Children, and the Kentucky Association for Gifted Education.

Dr. Julia Link Roberts is the founding director of The Center for Gifted Studies as well as the current Executive Director of The Center. Dr. Roberts was named the Mahurin Professor of Gifted Studies at WKU in 2003 and the Executive Director of The Carol Martin Gatton Academy of Mathematics and Science in Kentucky in 2007. In 2004, Dr. Roberts was included in Profiles of Influence in Gifted Education as one of the 55 most influential people in gifted education. She is the current president of The Association for the Gifted, a division of the Council for Exceptional Children, and one of seven elected members of the Executive Committee and treasurer of the World Council for Gifted and Talented Children. In 2015, Dr. Roberts received the Palmarium Award at the University of Denver, the Honorary Alumni Award from the College of Education at the University of Missouri, the Distinguished Educator Award from the Kentucky Association of Teacher Educators, and the Woman of Achievement recognition by the Warren County Human Rights Commission. In 2012, Dr. Roberts was recognized with the Acorn Award as the outstanding professor at a four-year college or university in Kentucky.

4. Will this program replace or enhance any existing program (s) or concentration (s) within an existing program?

No, the EdS will not replace a program but rather it will enhance the exiting graduate offerings in the School of Teacher Education at WKU and in the Commonwealth of Kentucky. Students may earn an endorsement in Gifted Education and Talent Development in the Master of Arts in Education GTE program, however, this program is for those who desire advanced study and may not necessarily be seeking Kentucky Endorsement for GTE such as those in non-formal educator roles.

5. Include the projected faculty/student in major ratio.

One to ten or twelve

6. Is there a specialized accrediting agency related to this program?
Yes, the entire professional unit (e.g., all education-related programs) is currently accredited under the CAEP umbrella and will go through the review process in Spring 2018. The specialized accrediting agency for gifted education is CAEP, using the 2013 NAGC/CEC Teacher Preparation Standards in Gifted Education.

7. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

See Appendix 1 for Faculty Roster.

8. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

- a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

The library maintains a collection to support the School of Teacher, which includes materials for the Ed.S. in Gifted Education and Talent Development program. Additionally, the Educational Resources Center (also known as the ERC or Ed Center) is a campus branch library that supports the faculty, staff, and students of the College of Education and Behavioral Sciences, with significant resources for the School of Teacher Education. The collection contains educational methodology books, K-12th grade textbooks, curriculum guides, audio-visual curriculum materials, and an extensive collection of children's and young adult books. Acquisitions for the programs in Gifted Education and Talent Development program will amount to \$1,000 per year, and this amount will support the program sufficiently. Current monograph holdings are adequate, and reference collections are current. Sample searches on pertinent topics revealed an adequate collection of monographs. The Libraries has a substantial DVD collection and offers a Writing Center.

- b. Describe the physical facilities and instructional equipment available to support this program.

The School of Teacher Education is located in a new building, Gary A. Ransdell Hall, with classrooms equipped with computers, Internet access, projectors, and document cameras. There are rooms for graduate student offices and for lab space. Additional resources include two computer classrooms and full-time support personnel to assist with all technology.

Florence Schneider Hall is the home of The Carol Martin Gatton Academy of Mathematics and Science in Kentucky and The Center for Gifted Studies. This building was renovated prior to the opening of The Gatton Academy in 2007. Florence Schneider Hall had a \$11 million expansion and reopened in the fall of 2016. With the expansion, the capacity increased to accommodate 200 Gatton Academy students and add the Great Room to allow the students and staff to gather in one setting for seminars, speakers, and special occasions.

9. Clearly state the admission, retention, and completion standards designed to encourage high quality.
Admission requirements are having a master's degree from an accredited institution of higher education or an equivalent international institution of higher education. The applicant must have a 3.0 grade-point-average in the Master's program.

Retention: Advising sessions, making connections, conferences, and campus events will be used to keep graduate students interested in continuing in the graduate program. Throughout the calendar year, faculty will be available to advise students. Connections will be made through phone calls, emails, and face-to-face time together at conferences, professional development opportunities, and other events with a focus on gifted education.

Completion: The graduate student must successfully defend a thesis or specialist project and maintain a 3.0 grade-point-average.

10. Clearly state the degree completion requirements for the program.
Consistent with university policy, graduate students must evidence a cumulative GPA of 3.0 and finish their degree within six years of initial enrollment after taking the first course. In addition, there are program requirements that serve to ensure that students are successfully attaining program knowledge and outcomes. Graduate students must complete a specialist project and have a successful oral defense of the project in order to earn the Ed. S. degree in Gifted Education and Talent Development.

11. Provide the following information for the program and for each concentration (some categories may not apply to all programs):
- a. Total number of hours required for degree: 30
 - b. Number of hours in degree program core: 30
 - c. Number of hours in concentration: 0
 - d. Number of hours in guided electives: 0
 - e. Number of hours in free electives: 0

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

A graduate student could transfer in the 12 graduate hours earned on the endorsement in gifted education unless they have previously been incorporated into a master's degree program or another degree program. If that is the case, the graduate student could add electives in lieu of those hours.

13. List courses under the appropriate curricular headings.

See Appendix 2 for list of courses with descriptions and required information.

14. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

The program will utilize alternative learning formats along with distance learning options. The alternative mode of delivery will primarily be online; however, the practicum (if taken) is an on-campus experience. The option remains to have classes that are offered in a face-to-face format, and that arrangement would be available for a cohort.

D. Program Demand/Unnecessary Duplication:

1. Student demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
 - a. Provide evidence of student demand at the regional, state, and national levels.

There are needs for educators to develop expertise in gifted education and talent development and for improved services for children with gifts and talents. Gifted children have constituted a category of exceptional children in Kentucky since 1990 and the passage of the Kentucky Education Reform Act (KRS 157.200). National reports call for the development of gifts and talents among children and youth in the U.S. *Mind the (Other) Gap* (2010) and *Talent on the Sidelines: Excellence Gaps and America's Persistent Talent Underclass* (2013) described the excellence gap in the U.S. These reports cited the low percentages of children reaching advanced levels of achievement and highlighted that not enough children in any of the gap groups (using NAEP data) reach the advanced level to make two percent of the school-age population in each of the groups currently examined as gap groups. A report by the Jack Kent Cooke Foundation entitled *achievementtrap* (2007) described students from low-income families who enter school in the upper quartile, and highlighted the high numbers who drop from that quartile each year they are in school. The National Science Board released *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* (2010). "Efforts to raise the educational achievement for all students must not only be continued in earnest, but accelerated. However, to reach true equality of opportunity, and to ensure that potential does not go unrealized, we must not overlook the educational needs of our Nation's most talented and motivated students. Too often, U.S. students with tremendous potential to become our future innovators go unrecognized and undeveloped. The dual goals of raising the floor of base-level performance and elevating the ceiling

for achievement are not mutually exclusive” (p. 10). The National Science Board issued the report *Rising Above the Gathering Storm* (2007).

One of the recommendations is to “Make the United States the most attractive setting in which to study and perform research so that we can develop, recruit, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world.” The Teaching, Empowering, Leading and Learning (TELL) Survey has been administered in several states, including Kentucky. The 2015 TELL Survey gathered data from 39,129 Kentucky teachers, and 44 percent of them reported that they need professional development to teach gifted and talented children and youth more effectively.

The reauthorized Elementary and Secondary Education Act (2015) is entitled Every Student Succeeds, and it includes requirements for all teacher preparation programs with Title II funding to have professional development on gifted and talented children. This legislation also recognizes that gifted children come from lower income families; thus, Title I specifically includes gifted children.

Standards are in place to guide the development of the specialist degree program at WKU. The recommended standards for the Council for the Accreditation of Educator Preparation (CAEP) includes gifted students as one of the subgroups that teachers must be prepared to teach. The National Association for Gifted Children (NAGC) Pre-K–Grade 12 Gifted Education Programming Standards (2010) established standards for children and youth with gifts and talents. These standards focus on student outcomes, describing what students will be doing when the standards are reached. In addition, the standards detail the research base and best practices for teachers to achieve the student outcomes.

The NAGC/CEC (Council of Exceptional Children) (2013) enumerated standards to be used in the development of programs to prepare educators in the field of gifted education. In order to adequately prepare educators with the NAGC/CEC NCATE Standards, it is important to extend the current course offerings beyond the 12 graduate hours required in Kentucky for the endorsement in gifted education for educational leaders who want to become leaders in the field of gifted education and talent development.

According to 2012-2013 *State of the States in Gifted Education*, a report published by the National Association of Gifted Children (NAGC), 16.1% of all public school students enrolled in Kentucky during 2012-13 were identified as gifted/talented (102,695 gifted/talented out of a total enrollment of 638,000). These results are based on state-collected information, in which “gifted/talented” was defined by state statute (KRS 157:200, 704 KAR 3:285). <http://www.nagc.org/resources-publications/gifted-state/2014-2015-state-states-gifted-education>.

Currently 45 advisees are pursuing the endorsement in gifted education at WKU. Included in that number are the 24 individuals who are pursuing the MAE in Gifted Education and Talent Development. Many of those students as well as others who have obtained the endorsement in previous years would be interested in pursuing

the Ed.S. in Gifted Education and Talent Development. We anticipate that a minimum of 10 students will seek admission into the Ed.S. in Gifted Education and Talent Development the first year the program is offered, 12 of those would seek admission the second year the program offered, and approximately 15 students would seek admission beginning the third year the program is offered.

- b. Identify the applicant pool and how they will be reached.

The applicant pool will include educators who have earned a master's degree at WKU, at institutions throughout Kentucky, and beyond. They will be reached at exhibits The Center for Gifted Studies sponsors at state, national, and international conferences. Brochures will detail the admissions requirements, curriculum, and the thesis as the culminating experiences for Ed.S. students. Websites for the College of Education and Behavioral Sciences and The Center for Gifted Studies will highlight information about opportunities to pursue the Ed.S., the MAE, and the gifted endorsement at WKU.

- c. Describe the student recruitment and selection process.

Information will be made available through exhibits at conferences, websites for The Center for Gifted Studies and the College of Education and Behavioral Sciences, and ads in conference programs for the National Association for Gifted Children and the Kentucky Association for Gifted Education. International students will learn of the graduate programs at WKU at the biennial World Conference for Gifted and Talented Children. Applicants with appropriate qualifications will be selected for matriculation into the Specialist Degree in Gifted Education and Talent Development program.

- d. Identify the primary feeders for the program.

School districts across Kentucky and others interested in graduate programs in gifted education will have educators who want to pursue in graduate work in gifted education. Graduate students will also come from states across the country. The World Council for Gifted and Talented Children provides another avenue for sharing information about graduate programs and recruiting students for the Specialist Degree in Gifted Education and Talent Development.

- e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

Two methods were used to derive the projected enrollment. The first method included surveys. An informal survey to 40 individuals at a workshop on twice- exceptional children (children with gifts and talents and also one or more disabilities) indicated interest in advanced degree opportunities in gifted education. Participants were asked of their interest

in pursuing graduate work in gifted education; 23 individuals expressed interest in pursuing further graduate work in gifted education, 3 indicated interest in the MAE with gifted endorsement, three in the MAE with Advanced Research in Gifted Education, one in a Rank I, four in a Specialist degree, and 12 in either a Rank I or Specialist degree.

At a statewide meeting of educators involved in gifted education as teachers, gifted resource teachers, and district curriculum coordinators, 14 of the 45 attendees indicated on a questionnaire that they would be interested in earning a Rank I at the same time they engaged in a program leading to a Specialist Degree in Gifted Education and Talent Development. Nineteen of the respondents already have earned the Rank I.

On a survey of school superintendents at a statewide meeting, all 21 of them said that the credential would be an asset when hiring teachers, gifted coordinators, and gifted resource teachers. They also said the credential would be valuable for central office personnel and principals but not essential.

Second, we reviewed the course enrollments and number of advisees in gifted education at WKU. Approximately 45 students are being advised at the graduate level in gifted education. These advisees are completing Gifted Education courses, however, currently majoring in another field, such as, Elementary, Middle, or Secondary education. They have indicated an interest in the Gifted Education and Talent (GET) Development Master's and Specialist Degree programs. Student enrollments in the core GTE courses range from 25-35 per semester. Based on input from educators, we project the above-mentioned students already at WKU completing GTE courses will gravitate to these degree programs.

The need and demand for the Ed.S. as a credential are supported by surveys of educators in the state, data from the Kentucky Office of Employment and Training, data from educators on the TELL Survey, the new expectations of the Every Student Succeeds Act, and national reports and standards.

Determining the exact number of students is difficult and the above might be underestimating the number. Having ten individuals in the Specialist Degree in Gifted Education and Talent Development programs seems realistic based on the survey results, current course enrollments, and interest expressed by graduate Gifted Education advisees. Therefore, we anticipate a minimum of ten students will seek admission into the Specialist Degree in Gifted Education and Talent Development the first year the program is offered.

- f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2017	2-3	8-12
2018	10-12	10-15
2019	10-12	12-16
2020	12-14	14-16
2021	15	16-18

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

- a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state.

The Kentucky Occupational Outlook to 2020, a statewide analysis of wages, employment, growth and training published by the Kentucky Office of Employment and Training (OET), projects that the number of primary and secondary education school teachers (excluding special education and vocational education) in Kentucky will increase from 39,370 in 2010 to 44,740 in 2020. This projected growth of 13.6% is higher than the total projected growth for all occupations in the state (12.4%). Additionally, it is estimated that there will be approximately 1,480 annual average job openings for primary and secondary education teachers in the state during the 2010- 2020 period (530 annual openings due to growth and 950 annual openings due to separations, which include openings created when workers leave an occupation for reasons such as retirement, promotion, or simply transferring to another occupation). Average 2011 wages for these primary and secondary teachers in Kentucky were close to \$30 per hour for all categories, which is significantly higher than the average wage of \$18.64 earned across all Kentucky occupations. The result is that primary and secondary teachers can be classified as high wage and high demand occupations.

<https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf>

Assuming that the percentage of all public school students in Kentucky that are gifted/talented remains constant at 16.1% -- and extrapolating that the percentage of primary and secondary education teachers required to teach these gifted/talented students would also be 16.1% of the total number of primary and secondary education teachers -- a reasonable estimate for projected number of total annual openings for gifted/talented teachers at the primary and secondary level would be approximately 240 per year (1,480 x 16.1% = 238).

Educators in various roles will pursue the Ed.S. in Gifted Education and Talent Development. Educators include classroom teachers, gifted resource teachers, counselors, and principals and other educational leaders.

- b. Superintendents surveyed at a statewide meeting indicated they would give preference to interviewees for principal, classroom teacher, and counselor who had earned a degree in gifted education and talent development. Such a degree would be a requirement for a gifted resource teacher and gifted coordinator.
3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.
4. Similar programs: A new program may serve the same potential student population; the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.
 - a. Are there similar programs in other Southern Regional Education Board (SREB) states in the nation? No
 - b. Our records indicate the following similar program exist a public institutions in KY.

No other university in Kentucky offers a Specialist Degree in Gifted Education and Talent Development.

D. Cost and Funding of the Proposed Program

1. Will this program require additional resources?

No the faculty are in place, and the classes are currently offered. In 2013, a faculty line was added in gifted education.
2. Will this program impact existing programs and/or organizational units within your institution?

No.
3. Provide an adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

There are no new costs to offering the Specialist Degree in Gifted Education and Talent Development.

E. Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program level student learning outcomes and frequency of data collection:
 - a. Which components will be evaluated?

The Program outcomes will be assessed in a number of ways - direct and indirect.

Indirect Indicators of achievement of Program-level Outcomes will be:

- External awards or other recognition of the students, faculty, and/or program
- Average actual time and credit to degree
- Job placement or advancement post degree

Direct assessment measures will include assessments in classes to measure attainment of the student learner outcomes for courses. Assessment will address the stated objectives, requiring a portfolio and a specialist project that must be accepted by a committee. Rubrics will guide the graduate student in the completion of the portfolio. A mentor will chair the specialist project committee and guide the development of the project.

b. When will the components be evaluated?

Components will be evaluated on an annual basis for the overall program. The assessment of student learner outcomes will be made each semester that a course in the program is taught.

c. When will the data be collected?

External awards or other recognition of the students, faculty, and/or program will be collected annually. Data on the average actual time and credit to degree will also be collected annually. Job placement or advancement post degree will be evaluation every three years in the fall semester.

Data on direct assessment measures will be collected in class as they will measure attainment of the student learner outcomes for courses.

d. How will the data be collected?

- Data on external awards or other recognition of the students, faculty, and/or program will come from WKU Digital Measures as self-reported by faculty in the program.
- Data reporting average actual time and credit to degree is collected will be collected through the Institutional Research data bases within the University.
- Surveys will be administered through electronic means using available survey software from WU IT division to ascertain job placement or advancement post degree. Graduate who do not respond will be assessed through online media such as LinkedIn and other available career sites as well as school district websites.

Syllabi will be electronically archived to assure compliance with intended program and learning objectives. Program faculty will periodically review syllabi to assure quality and adherence to learning objectives.

e. What will be the benchmarks and/or targets to be achieved?

The National Association for Gifted Children (NAGC)/Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education (2013) were used in the development of the student learning outcomes. Performance-based outcomes will be developed for each learning objective. Course completion will include assessments aligned

with the NAGC/CEC Standards. Student attainment of learning outcomes will be evaluated in coursework. Assessments in all courses are mapped to particular outcomes, and student performance on those assessments will be evaluated using rubrics aligned with the NAGC/CEC Standards. Rubrics will be used to evaluate the progress toward student attainment of the standards. Feedback from current students and graduates will be collected annually to solicit suggestions for program improvements.

- f. What individuals or groups will be responsible for data collection?

The program faculty will be responsible for collection of program evaluation data.

- g. How will the data and findings be shared with faculty?

Following the completion of the spring semester, a yearly report of the progress on meeting programmatic goals will be compiled. All faculty associated with the EdS in the Gifted Education and Talent Development program will be involved in the creation of this report. Therefore, they will have detailed knowledge of its contents.

- h. How will the data be used for making programmatic improvements?

Data will be collected relevant to the NAGC-CEC Standards, and those data will be used to make decisions for continuous improvement.

2. What are the measures of teaching effectiveness?

WKU routinely collects student ratings of teaching effectiveness at the end of the fall semester. In addition, our departmental guidelines for performance evaluation examine three areas of teaching performance: Planning, Delivery, and Assessment of Students Performance. Specific data relevant to each category are collected annually using our Digital Measures collection system and appear in our annual evaluation. Examples of data submitted for each category include:

Planning: has specific learning objectives for each section/unit/chapter and plans course content on said learning objectives; seeks out formative feedback about teaching and subsequently uses acquired knowledge to improve course(s), considers a variety of texts and ancillary materials during text adoption process and upon request can document rationale for adopted texts and materials. Delivery: uses real-world examples in conveying course material, integrates a new technology that facilitates learning, uses active learning techniques, stimulates effective student participation. Assessment of Student Performance: routinely evaluates tests/assessments (i.e., essay tests, papers, etc.); uses multiple methods of assessment appropriate to course content and purpose.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

The specific efforts will be dependent on the individual results and situation. The program faculty meet annually to review progress and make plans for the coming year and to develop specific reflective improvement plans. All tenure-track junior faculty receive mentoring and guidance for a three-year review, and tenured faculty are required to submit to a post-tenure review/evaluation process.

4. What are the plans to evaluate students' post-graduate success?
 The overall goal is for educators to have the knowledge and skills acquired in an advanced study in gifted education and talent development. We will maintain data on success rates for graduates of this program in their employment. We also intend to track completion of specialist projects to monitor their timeliness. This information will contribute to "closing the loop" and revising the program to meet graduates' needs.

Dates of prior committee approvals:

Committee	Date of Approval
Professional Education Council	February 10, 2016
CEBS Graduate Curriculum Committee	October 3, 2016
Graduate Council	October 13, 2016
University Senate	November 17, 2016
Provost Recommendation	

Appendix 1 – Faculty Roster
Qualifications of Full-time faculty
Gifted and Talent Development

Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member	Faculty Rank²	Scholarship, Leadership in Professional Organizations, and Service: List up to 3 major contributions	Teaching or other professional experience in P-12 schools	Courses Assignment
Julia Link Roberts	Ed.D. (Social Studies and Education), Oklahoma State University, 1970	Executive Director of The Center for Gifted Studies and The Gatton Academy of Mathematics and Science in Kentucky	Mahurin Professor of Gifted Studies	<ul style="list-style-type: none"> Published 6 books in gifted education. One of 7 elective members of the Executive Committee of the World Council for Gifted and Talented Children. President of The Association for the Gifted, a division of the Council for Exceptional Children. Director of National Stem Cell Foundation grant. 	3 years teaching middle school/ working with P-12 students annually in Saturday and summer programs	GTE 536 Needs of Gifted Students GTE 537 Curriculum/Gifted Students GTE 636 Issues in Gifted EDU 699 Specialist Project
Antonia Szymanski	Ph.D. (Psychological and Quantitative Foundations), University of Iowa, 2011	Teach Psychology of the Gifted, Creativity and Leadership, and Seminars on Gifted Education, and the Masters Capstone Research Project	Assistant Professor	<ul style="list-style-type: none"> Presented at the World Council for Gifted, Published several articles regarding the needs of gifted students and how teachers can meet their needs. 	<ul style="list-style-type: none"> 3 years teaching experience working with elementary teachers of gifted Taught Calculus and Personal Finance in high school, 	GTE 540 Creativity & Leadership Gifted GTE 637 Seminar Gifted & Talented PSY 432G Gifted & Creative GTE 636 Issues in Gifted EDU 699 Specialist Project
Janet Lynne Tassell	Ph.D. (Curriculum and Instruction), Indiana University, 2002	Gifted Education/ Mathematics Education/Elementary Education	Associate Professor	<ul style="list-style-type: none"> Professional development director for WKU and Warren County Public Schools Gifted Education in Math and Science (GEMS) initiative speaker at many state and national conferences regarding STEM discipline issues. 	Taught in the public schools for 10 years, Gifted Coordinator	GTE 637 Seminar Gifted & Talented PSY 432G Gifted & Creative GTE 539 Assessment & Identification of Gifted GTE 636 Issues in Gifted EDU 699 Specialist Project
Jian-Liang, Want	EdD. (Educational Administration), University at Albany, 1989	Educational Administration, Leadership and Research department	Professor	<ul style="list-style-type: none"> PI of 4 Fulbright-Hays Group Study Abroad programs Co-director of the Beijing International Conference on Educational Administration and Leadership Key role in applying for the Confucius Institute at WKU 	Taught educational research, school finance, and comparative education at WKU	EDFN 500 Research Methods

Appendix 2
Courses for the Gifted and Talent Development, EDS

Course Requirements				
Prefix & #	Course Title	Course Description	Credits	New
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	Terminology, theories, issues and general approaches in educating gifted, creative, and talented young people.	3.0	No
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.	3.0	No
GTE 539	Assessment and Identification of Gifted and Talented Children	Methods and techniques for assessing and identifying children who are gifted and talented	3.0	No
GTE 540	Developing Creativity and Leadership in Gifted Youth	Theoretical and practical aspects of Creativity and Leadership as related to identification and programming for gifted children and youth. Best practices in helping children and youth develop creativity and leadership.	3.0	No
GTE 636	Issues in Gifted Education and Talent Development	Issues, current problems, and trends in gifted education and talent development. Emphasis on current research and literature.	3.0	No
GTE 637	Seminar in Gifted Education and Talent Development	Current issues and practices in gifted education. Topics will vary	3.0	No
EDU 699	Specialist Project	Independent research related to a topic in education.	6.0	No
PSY 432G	Psychology of the Gifted and Creative	The course covers identification of gifted children and adults with an emphasis upon the development of educational programs which maximize the development of giftedness. Included will be a critical review of research and literature in the areas of giftedness and creativity.	3.0	No
EDFN 500	Research Methods	Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussion of methods of data analysis to facilitate the understanding of research journals in the student's field of study.	3.0	No



Report—September 14th, 2016

I. New Business

A. 3:00 pm

Brittany Austin, Geography & Geology (Dr. Leslie North)

Investigating the Influence of ESRI Story Map Applications on Community Participation in Sustainability-Related Activities

Approved: \$750.00

B. 3:15 pm

Samantha Thomas, Biology (Dr. Jarrett Johnson)

Comparative landscape genetics of two pond-breeding amphibians in the Diablo Range of California and an evaluation of alternative analysis methods

Approved: \$2000.00

C. 3:30 pm

Nathaniel Zbasnik, Biology (Dr. Steve Huskey)

The Impact of Exotic Lionfish on the Feeding Success of the Endemic Spotted Scorpionfish

Approved: \$2,000.00

D. 3:45 pm

Regis Pearson, School of Kinesiology, Recreation and Sport (Jill Maples)

Peripheral Blood Mononuclear Cell Response among Women in Response to an Acute High Fat Load: Does Ethnicity Play a Role?

Approved: \$1992.14

E. 4:00 pm

Alyssa Olenick, School of Kinesiology, Recreation and Sport (Jill Maples)

Metabolic Flexibility among Women in Response to an Acute High Fat Load.

Approved: \$1,991.84

F. 4:15 pm

Ngo Fung Lee, Chemistry (Dr. Rui Zhang)

Photochemical Generation and Kinetic Studies of High-Valent Manganese-Oxo Intermediates

Approved: \$0.00

G. 4:30 pm

Andrew Rowland, Psych Sciences (Dr. Amber Schroeder)

What is Professionalism? The Validation of a Comprehensive Model

Approved: \$480.00

H. 4:45 PM

Gavin Kirkwood, Communications (Dr. Holly Payne)

We Don't Hope That Helps: Satirical Facebook Pages as a Form of Counter-Institutional Resistance

Approved: \$915.84