

Rec. #2016-12-01 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the amended Graduate Council Report dated November 2016 to the Provost for endorsement.

It is important to note, the Conditional Admission and IP Grading policies indicate "draft" and are not for approval at this time. The finalized policies will come through the University Senate at a later meeting.



Graduate Council

Agenda—November 10, 2016
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Consideration of October 13, 2016 minutes
3. Committee Reports
 - a. Policy Committee
 - i. Conditional Admission (draft policy included as Attachment 1)
 - ii. IP Grading (draft policy included as Attachment 2)
 - b. Curriculum Committee (report Included as Attachment 3)
 - c. Student Research Grants Committee (report included as Attachment 6)
4. Report from Dean of the Graduate School
 - a. Graduate Faculty (Report Included as Attachment 4)
 - b. Pathways Programs Proposal (Documents Included as Attachment 5)
5. Public Comments
6. Announcements & Adjourn

Attachment 1

I. Current Policy on Conditional Admission

Students who are conditionally admitted must successfully complete the conditions as prescribed. Students who do not meet conditions of admission will be dismissed from the program and the Graduate School.

II. Proposed Draft Policy on Conditional Admission

If a student does not meet all university and program admission requirements, and if the academic program's review of the student's record indicates the likelihood of success, the student may be granted conditional admission by the Dean of the Graduate School upon the recommendation of the program.

The conditions of admission will be specified in the admission notification. All conditions of admission must be fulfilled upon the completion of twelve hours of coursework. Programs are responsible for monitoring the progress of students admitted conditionally and will notify the Graduate School when conditions have been met. Students who do not meet conditions of admission upon earning twelve hours will be dismissed. The Graduate School will not consider appeals of dismissal due to failed conditions of admission; students will be required to reapply.

Attachment 2

Academic Policy – Create New or Revise

(Action Item)

Date:

Department:

Contact Person: Name, email, Phone

1. Policy Name: IP Grading

2. Description:

2.1 New (or existing):

Current policy wording (in Grading section of catalog): In Progress. The IP designation is restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of one year after its assignment will be converted to an F.

2.2 Revised (if applicable):

Proposed policy wording: In Progress. The IP designation is restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of **three** years after its assignment will be converted to an F.

3. Rationale for proposed policy:

Students enroll in thesis credits, but no grade is assigned until the thesis is completed: A thesis is not completed in discrete units that can be graded independently. If a student enrolls in thesis credits early in their program of student, one year is an insufficient length of time to provide a grade for the thesis.

4. Impact on existing academic or non-academic policies:

4.1 Impact on policies:

4.2 Impact on populations that may be affected:

5. Term of implementation:

6. Dates of committee approvals:

Graduate Council Policy Committee (if applicable)

Graduate Council

University Senate

Attachment 3

Graduate Council Program and Curriculum Committee (GCC)

Report to the Graduate Council

Date: October 31, 2016

From: Kirk Atkinson, Chair

Consent Agenda Report. The GCC submits the following consent items from its October 31, 2016 meeting for approval by the Graduate Council.

1. Create a New Course

LEAD 530: Organizational Change

Ron Mitchell, ron.mitchell@wku.edu, 270-780-2535

LEAD 565: Leadership Coaching within Organizations

Kristie B. Guffey, Kristie.guffey@wku.edu, 5-3966

SLP 567: School Based Speech-Language Pathology

Lauren E. Bland, lauren.bland@wku.edu, 745-8860

DPT 749: Neurological Assessment

Sonia Young, sonia.young@wku.edu; 270-745-3233

DPT 761: Physical Therapy Management and Administration I

Sonia Young, sonia.young@wku.edu; 270-745-3233

2. Revise Course

LEAD 600: Capstone in Leadership Experience

Ron Mitchell, ron.mitchell@wku.edu, 270-780-2535

SLP 550: Speech-Language Pathology and Counseling: Strategies for Clinical Practice

Lauren E. Bland, lauren.bland@wku.edu, 745-8860

DPT 745: Wound Care

Sonia Young, sonia.young@wku.edu; 270-745-3233

DPT 762: Physical Therapy Management and Administration

Sonia Young, sonia.young@wku.edu; 270-745-3233

DPT 775: Differential Diagnosis

Sonia Young, sonia.young@wku.edu; 270-745-3233

EDLD 797: Dissertation Seminar

Tony Norman, tony.norman@wku.edu, (270) 745-3062

BIOL 522: Systematics and Evolution

Scott Grubbs, scott.grubbs@wku.edu, 5-5048

3. Delete Course

CD 486G: Language Disorders Tabled Indefinitely

Lauren E. Bland, lauren.bland@wku.edu, 745-8860

CD 489G: Communication Disorders in Aging

Lauren E. Bland, lauren.bland@wku.edu, 745-8860

DPT 714: Fundamentals of Therapeutic Exercise

Sonia Young, sonia.young@wku.edu; 270-745-3233

4. Revise Program

069: MA in Folk Studies

Michael Ann Williams, michael.williams@wku.edu, 5-5898

0013: Physical Therapy, Doctor of Physical Therapy

Sonia Young, sonia.young@wku.edu; 270-745-3233

0466: Speech-Language Pathology Master of Science

Contact: Lauren E. Bland, lauren.bland@wku.edu, 745-8860

047: Adult Education **Referred back to GCC**

Jim Berger, jim.berger@wku.edu, (270) 745-3892

5 New Certificate Program

Executive Leadership Coaching **Not Approved**

Tony Norman, tony.norman@wku.edu, (270) 745-3062

Information Agenda Report. The GCC submits the following items from its October 31, 2016 meeting as information only to the Graduate Council.

1. SLP 575, Temporary Course, The Speech Language Pathologist's Role in Literacy Practice
2. SLP 560, Temporary Course, Medical Speech Language Pathology

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. Dorothea Browder (PCAL) - Email: dorothea.browder@wku.edu
- Dr. Amy Cappiccie, (CHHS) - Email: amy.cappiccie@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.

Action Agenda

Create a New Course (Action)

Date: October 12, 2016

College, Department: University College, School of Professional Studies

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 270 780 2535

1. Proposed course:

- 1.1 Course prefix (subject area) and number: LEAD 530
- 1.2 Course title: Organizational Change
Abbreviated course title: Organizational Change
- 1.3 Credit hours: 3.0
- 1.4 Variable credit (yes or no): No
- 1.5 Repeatable (yes or no) for total of ____ hours: No
- 1.6 Grade type: Standard letter grade
- 1.7 Prerequisites: None
- 1.8 Corequisites: None
- 1.9 Course description: An course of advanced study of planned and unplanned change at the individual and group level as well as the significance leadership plays in change. Various skills and methodologies of leadership theories will be discussed to better understand change through leadership.
- 1.10 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: Understanding and effectively managing organizational change is a key success factor for students of the Organizational Leadership program. Anticipating, planning, and implementing change is a major role for organizational leaders. Leading change is a primary curricular topic in most graduate leadership programs as a result of the complexity of issues facing both professions and organizations. Currently the Organizational Leadership curriculum has a gap in regards to leading change within organizations. This proposal will fill the present curriculum gap and provide Organizational Leadership students more flexibility in both core and elective options. This course will also allow students to better tailor their program for the specific professional needs.
- 2.2 Relationship of the proposed course to other courses at WKU:
 - 2.2.1 AMS 590 Operations Leadership Provides an overview of leadership and does not address change.
 - 2.2.2 EDAD 645 Practicing the Principalship Capstone course emphasizing leading change, reflective practice, and transitioning into principalship. Our students are not eligible to enroll without the five EDAD courses that are prerequisites.
 - 2.2.3 EDAD 659 Strategic Planning in Education Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goal. This course is designed for school administrators.

2.2.4 EDLD 730 Leading the Organization; EDAD 706 Educational Leadership and Reform; EDFN 726 Change Theory and Practice; and BA 752 Leading Innovation, Creativity and Change (Corequisite(s): EDLD 730) are courses designed for the Ed.D. program and our students are not eligible to enroll.

2.3 Relationship of the proposed course to courses at other universities:
St. Edward's University (SACS) offers an MS in Leadership and Change. A core course in that curriculum is MSLC 6306, Principles and Practices of Organizational Change. Course Description: This course examines organizational change as a focused leadership activity designed to bring about specific conditions, to redirect action, or to implement a particular process, product, or system. It focuses on purposeful, planned, and consciously directed change and transition. It is designed to examine the primary principles and practices of organizational change through both conceptual/theoretical and experimental perspectives.

Columbia College (SACS) offers an MA in Organizational Change and Leadership. A core course in that curriculum is HB 708, Change and Innovation in Organizations. Course description: Understand and accommodate change and the resistance that often accompanies it. The need for innovation is critical with ever changing technology and ideas to give the organization a competitive advantage.

Michigan State University (HLC) offers an MS in Management, Strategy and Leadership. A course in that program is MGT 842, Leading the Strategic Change Process. Course description: Analyze and manage the change process in organizations. Learn about micro- and macro-organizational interventions.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Upon completion of this course, student demonstrate their knowledge and understanding of the following objectives:

3.2.1 Understand the nature of change, its complexity, the importance of effective change within organizations, and the natural and artificial barriers to change

3.2.2 Examine how individual traits and behaviors of a change leader can impact the change experience

3.2.3 Recognize the current dynamic social, political, and cultural environment for change and its potential impact on contemporary organizations

3.2.4 Evaluate the sources of and forces related to resistance to change

3.2.5 Apply principles of strategic planning and change management to formulate and enact effective organizational change

3.2.6 Examine the impact of internal and external forces of change on long-term organizational effectiveness

3.3 Content outline:

3.3.1 Models of organizational change

3.3.2 Individual, group, and system levels of organizational change

3.3.3 Sources of, and forces related to resistance to change

- 3.3.4 How effective leadership guides the change process
- 3.3.5 Individual leadership considerations for successful organizational change
- 3.4 Student expectations and requirements: Students will demonstrate their understanding of the course objectives and content through a series of projects and graded deliverables. These include projects (both individual and group), research papers, case and organizational analyses, and assessments.
- 3.5 Texts and course materials: Burke, W. W. (2011). Organization change: Theory and practice (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
ISBN: 145225723X

4. Budget implications:

- 4.1 Proposed method of staffing: Currently the Organizational Leadership program is taught by full-time faculty and well-qualified adjunct instructors. No additional resources will be required.
- 4.2 Special equipment, materials, or library resources needed: No new special equipment, materials, or library resources are needed.

5. Term for implementation: Spring 2017

6. Dates of committee approvals:

School of Professional Studies	10/14/2016
College Curriculum Committee	10/20/2016
Professional Education Council (if applicable)	
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

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

Create a New Course (Action)

Date: October 13, 2016

College, Department: University College, School of Professional Studies

Contact Person: Kristie B. Guffey, Ed.D.

Kristie.guffey@wku.edu

270-745-3966

1. Proposed course:

- 1.9 Course prefix (subject area) and number: LEAD 565
- 1.10 Course title: Leadership Coaching within Organizations
Abbreviated course title: Leadership Coaching
(maximum of 30 characters or spaces)
- 1.11 Credit hours: 3.0
- 1.12 Variable credit (yes or no): No
- 1.13 Repeatable (yes or no) for total of ____ hours: No
- 1.14 Grade type: Standard letter grade
- 1.15 Prerequisites: None
- 1.16 Co-requisites: None
- 1.17 Course description:

This course is designed to develop organizational leadership coaching skills within the organization to improving the performance and efficiency of not only individuals but the productivity of the organization. This course also includes an emphasis on experiential learning through coaching practice activities.

- 1.18 Course equivalency: None

2. Rationale:

- 2.4 Reason for developing the proposed course:

Leading Coaching is a curricular topic in most leadership programs as the demand for leadership coaching has increased due to the complexity of issues facing both professions and organizations. To better prepare students for leadership challenges, it is important that we provide our students the skillsets that will make them successful in their professions and within organizations. The Organizational Leadership curriculum has a gap in our current program in regards to leadership coaching within organizations. This proposal will fill the present curriculum gap and provide Organizational Leadership students more flexibility in both core and electives options allowing students to better tailor their program for their specific professional needs.

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

- 2.2.1 SWRK 578- Coaching and Mentoring Child Welfare Practice Supervision, coaching and mentoring theory, research, practices, and policies in child

welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and SWRK 577. No focus on leadership coaching.

2.2.2 KIN 513- Coaching Theory The theory and analysis of leadership behavior in interscholastic athletics with an emphasis on developing leadership knowledge, personal behavior qualities and job related skills applicable in diverse interscholastic athletic settings. No focus on leadership coaching.

2.2.2 Relationship of the proposed course to courses at other universities:

Southern Methodist University offers a graduate Certificate in Executive Coaching. As a part of the foundations for the certificate course: HDDR 6370, Assessment & Interview Skills for Executive Coaches. Course description: This course provides students with a thorough introduction the subject of coaching. Students learn to apply key concepts derived these areas to the assessment of Leaders' development and performance improvement needs. Within the course, students obtain basic coaching skills, methodologies of coaching, assessment through interviews, and how to integrate data.

Regis University offers a graduate level Leadership Coaching course. Leadership Coaching, MNM674 examines the core elements of leadership and life/career coaching, focusing on the various internal resources available that impact the quality and performance of one's work and interpersonal relationships, and analyzes the ways in which one can use the techniques learned in class to improve one's ability to motivate employees and volunteers.

Eastern Mennonite University offers a graduate level introduction course to leadership coaching. Introduction to Leadership Coaching, SMCL 547-L: a coaching mindset, along with coaching skills, prepares leaders and pastors to lead more effectively in a complex and generative 21st century context. Coaching sharpens self-awareness, deepens team building, and cultivates ministry effectiveness. Instead of being the expert who tells others what to do, you become the coaching leader who encourages the possibilities in others.

Liberty University offers a graduate professional leadership life coaching course. Leadership Professional Life Coaching, LIFC 604, provides the framework to the structure and strategy surrounding Leadership Professional Life Coaching. Special attention will be given to leadership strategies for navigating project management, cultural awareness, inter-generational issues, and balancing work and home life.

3. Discussion of proposed course:

3.6 Schedule type: Lecture

3.7 Learning Outcomes: Upon completion of this course, student demonstrates their knowledge and understanding of the following objectives:

3.7.1 Understand and apply the foundational elements of leadership coaching.

- 3.7.2 Understand and apply theories, principles, and practices of leadership coaching within organizations.
- 3.7.3 Understand, synthesize and apply mentoring principles for professional growth development.
- 3.7.4 Understand, recognize, and apply peer and service leadership coaching strategies.
- 3.7.5 Analyze, assess, and implement techniques for resiliency training.

3.8 Content outline:

Lesson 1 – Introduction to Leadership Coaching – four types of coaching, foundational theories and applications – *Developing Effective Coaching Skills*; Heart of the Coaching Process – Foundation, feedback, forwarding action, language, and dialogue – *The Heart of Coaching 4th edition*.

Lesson 2 – Resiliency Coaching - Problem solving & Mental Skills *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert. Putting Things into Perspective *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert.

Lesson 3 – Resiliency Coaching – Identifying and Controlling Thoughts *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert. Breaking the Mold. *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert.

Lesson 4 – Leading Within – Establishing the Relationship, Collecting Data, Analyzing Data, Processing and Planning Actions. *Leading from the Inside Out*

Lesson 5 – Peer Leadership – Understanding the foundational theories of peer leadership and identifying strategies for implementing peer leadership.

Lesson 6 – Organizational Leadership Coaching – AAA Plan, Awareness, Action and Accountability processing 360° Self-Assessments externally and internally.

Lesson 7- Organizational Leadership Coaching – Understanding and designing coaching contracts and conducting post-contracting interviews.

Lesson 8 – Organizational Leadership Coaching – Cultural Assessments within the organization, understanding, analyzing and processing data from the cultural assessments from a coaching perspective.

Lesson 9– Youth Leadership Coaching – fundamentals of youth coaching, dynamics of leadership coaching youth 6-12; 13-18; legal issues, 501(c)3, parental involvement, confidentiality.

Lesson 10– The Leader and the Team – Establishing the Relationship within the Team, Collecting, Data, Analyzing Data, Processing, Action Steps, Evaluating Progress - *Leading from the Inside Out*.

Lesson 11 – Coaching for organizational change, behavioral coaching and strategy coaching techniques. *The Art and Practice of Leadership Coaching* by Howard Morgan, Phil Harkins, and Marshall Goldsmith.

Lesson 12 – Transformational Coaching – Communication Filters, Coaching Styles, counseling within, Applied Leadership - *The Heart of Coaching 4th edition*.

Lesson 13 – Beyond the Walls – Responsibility, Business Ethics, Focus and Action Oriented, Applying the Coaching Model - *Leading from the Inside Out*.

Lesson 14 – High Performance Coaching Culture – Vision of High Performance, Creating High-Performance Organizations, Coaching Cultural Assessment - *The Heart of Coaching 4th edition*.

3.9 Student expectations and requirements: Students will demonstrate their understanding of the course objectives and content through a series of projects and graded deliverables. These include projects (both individual and group), research papers, case and organizational analyses, and assessments.

3.10 Texts and course materials:

The Heart of Coaching, 4th Edition by Thomas G. Crane
ISBN: 978-09660874-3-7 (2002).

The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks by Al Siebert (2005).
ISBN: 978-1576753293

The Art and Practice of Leadership Coaching by Howard Morgan, Phil Harkins, and Marshall Goldsmith (2005).
ISBN: 0-471-70546-2

4. Budget implications:

4.2 Proposed method of staffing: The Organizational Leadership program is taught by full-time faculty and well-qualified adjunct instructors. The major has grown in recent years and additional faculty resources are always needed. However, this course would not require hiring a faculty member with unique credentials or a specific academic focus.

4.2 Special equipment, materials, or library resources needed: No new special equipment, materials, or library resources are needed.

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

School of Professional Studies Department	<u>10/14/2016</u>
College Curriculum Committee	<u>10/20/2016</u>
Graduate Curriculum Committee	<u>10/31/2016</u>
Graduate Council	<u>11/10/2016</u>
University Senate	<u> </u>

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

Create a New Course (Action)

Date: 8/15/2016

College, Department: CHHS, Communication Sciences and Disorders

Contact Person: Lauren Bland, lauren.bland@wku.edu, 745-8860

1. Proposed course:

- 1.1 Course prefix and number: SLP 567
- 1.2 Course title: School Based Speech-Language Pathology
- 1.3 Abbreviated course title: School Based SLP
- 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: Letter
- 1.8 Prerequisites: none
- 1.9 Corequisites: none
- 1.10 Course description: Review, analysis and critique of speech-language pathology service delivery in schools, including credentialing, professional issues, regulations, due process, assessment, and treatment.
- 1.11 Course equivalency: none

2. Rationale:

- 2.6 Reason for developing the proposed course: The school setting represents the largest work setting for speech-language pathologists. Having a course dedicated to teaching graduate students how to work in that setting will be beneficial. Graduate students in SLP are required to complete a public school placement and this course can help them be successful.
- 2.7 Relationship of the proposed course to other courses at WKU: There is an undergraduate *CD 491 Management of Communication Disorders in the Schools* which introduces students to school laws and foundations. The current proposed course will help them learn to implement a range of services. Many courses in the College of Education and Behavioral Sciences address school issues but none specifically address speech-language pathology services.

3. Discussion of proposed course:

- 3.11 Schedule type: L
- 3.12 Learning Outcomes:
 - Discuss assessment and intervention practices specific to speech-language pathology service delivery in P-12 grades
 - Describe the impact of cultural and linguistic diversity on speech-language pathology service in school setting
 - Discuss current issues and trends in school based speech-language services
 - Develop a speech-language response-to-intervention program
 - Evaluate due process, including eligibility, regulations and relevant paperwork
 - Implement evidence-based speech-language services in the schools

3.13 Content outline:

- Working with culturally and linguistically diverse populations presenting with communication delays, disorders or differences
- SLP Workload and caseload development
- Scheduling speech-language services in school settings
- Eligibility, adverse effect, and due process
- Response-to-Intervention
- Curriculum issues
- Roles & responsibilities of SLPs in P-12 schools
- Advocacy for speech-language pathology

3.14 Student expectations and requirements: project, exam, discussion board, readings, policy review

3.15 Tentative texts and course materials:

- Each student will need to have access to the regulations governing school based speech-language pathology services in that state. For example, in Kentucky it will be: Kentucky Department of Education. (2012). *Guidance for the related services of occupational therapy, physical therapy, and speech/language therapy in Kentucky public schools*. Frankfort, KY: Kentucky Department of Education. Suppose you live in (or expect to practice in Virginia, it would be: Virginia Department of Education (2011). *Speech-language pathology services in schools: Guidelines for best practices*. Author: Richmond, VA. To find the document governing a given state, reference asha.org/advocacy/state then select the state then search for teacher requirements then resources.
- Blosser, J. (2012), *School programs in speech-language pathology: Organization and service delivery*, 5th ed Plural Publishing ISBN 9781597565974

4. Budget implications:

4.3 Proposed method of staffing: Current faculty employed will cover this course

4.2 Special equipment, materials, or library resources needed: no special equipment or materials are needed; the library resources are sufficient

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

Department of Communication Sciences and Disorders	09/14/2016
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

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

Create a New Course (Action)

Date: September 28, 2016

College, Department: CHHS/Physical Therapy

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

1. Proposed course:

- 1.1 Course prefix and number: DPT 749
- 1.2 Course title: Neurological Assessment
- 1.3 Abbreviated course title: Neurological Assessment
- 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: NONE
- 1.10 Course description: Physical therapy examination, evaluation, and assessment of individuals with neurologically-based movement disorders.
- 1.11 Course equivalency: none

2. Rationale:

- 1.1 **Reason for developing the proposed course:** This course will give DPT students a separate course in which to learn skills of examination, evaluation, and assessment of individuals with neurologically-based movement disorders. Currently, this content is delivered within the DPT 771 Neurological Rehabilitation course along with intervention skills. Faculty feedback indicates a need for more time in this area to allow the DPT students to further develop assessment skills.
- 2.1 **Relationship of the proposed course to other courses at WKU:** WKU has an assessment course entitled NURS 503 Advanced Health Assessment within Nursing. This is not specific to neurological patients, however, or to the field of physical therapy. Additionally, the Department of Psychological Sciences has two undergraduate courses, PSYS 360 Behavioral Neuroscience and PSYS 333 Cognitive Psychology and one graduate course, PSYS 565 Cognitive Neuroscience that explore memory, judgement, and cognition. These courses, however, are not specific to physical therapy and do not address the other areas of neurological assessment that the physical therapist needs. This course, DPT 749 Neurological Assessment, will be the only course specific to physical therapy assessment of neurological disorders at WKU. It will also prepare students for and serve as the foundation to the current DPT 771 Neurological Rehabilitation course in which DPT students are instructed on how to provide interventions for patients with these disorders related to PT practice.

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:

- Analyze common movement tasks and problems and adapt the evaluation to meet needs of individual patients.
- Differentiate between normal and abnormal postural control and compare its relationship to balance.
- Demonstrate ability to perform a safe and skillful subjective and objective examination that addresses the cognitive, affective, and sensorimotor aspects of the patient by selecting age appropriate tests and measures specific to physical therapy. Tests and measures include, but are not limited to:
 - arousal, mentation, cognition
 - sensorimotor assessment including sensory integrity
 - posture
 - motor control
 - coordination
 - balance
 - righting and equilibrium
 - functional assessments
 - gait and assisted locomotion
 - joint integrity and mobility including tone
 - range of motion
 - assistive and adaptive devices
 - environmental, home, and work barriers
 - reflex integrity
- Differentiate between musculoskeletal limitations, neuromuscular impairments, and sensory impairments through the use of screening and functional assessment specific to physical therapy.
 - Evaluate conditions not appropriate for physical therapy intervention and describe how to refer for appropriate care.
 - Provide culturally competent first-contact care to patients/clients needing physical therapy services.
 - Cooperates, collaborates, communicates, and integrates care with other health care practitioners as necessary to meet the patient's/client's needs.
- Utilize functional assessment tools, specific to physical therapy, to establish the presence neuromuscular impairments.
- Based on examination findings, formulate an appropriate evaluation and prognosis, set appropriate goals, and implement appropriate interventions that are specific to physical therapy in a safe manner.
- Explain the importance of outcome assessment and its impact on plan of care and patient status.
 - Discuss importance of outcomes assessment in neurologic physical therapy in terms of patient outcomes, efficacy and effectiveness of interventions, financial considerations, and access to healthcare.
 - Document results of selected outcome measures in a consistent and precise manner in individual patient/client records.
- Demonstrate ability to document neurological examination findings, specific to physical therapy, for multiple conditions and effectively present them when collaborating with other practitioners and support personnel.
- Develop a safe and effective plan of care specific to physical therapy that includes diagnosis, prognosis, appropriate interventions and includes short- and long-term goals that demonstrates evidence-based principles including consideration of literature, clinical

experience of the therapist, available resources, collaboration with other professionals, and incorporation of individual patient values beliefs and goals.

3.3 Content outline:

- Physical Therapy examination
- Functional Outcome Measures
- Physical Therapy evaluation and assessment
- Establishing a physical therapy Plan of Care

3.4 Student expectations and requirements:

Learning outcomes are attained through participation in class. Therefore, attendance and timeliness is required and will be monitored. Attainment of course content will be assessed through quizzes, a practical, and written exam(s) administered in class or online.

3.5 Tentative text and course materials:

Required Texts:

- O’Sullivan SB & Schmitz TS. (2007). *Physical Rehabilitation: Assessment and Treatment* (5th ed.). Philadelphia: FA Davis. ISBN 0-8036-0533-1
- O’Sullivan SB, Schmitz TJ. (2016). *Improving Functional Outcomes in Physical Rehabilitation*. Philadelphia, PA: FA Davis. ISBN: 978-0803646124

4. Budget implications: There are no anticipated additional needs based on budget.

4.1 Proposed method of staffing: Course will be taught within current faculty workload.

4.2 Special equipment, materials, or library resources needed: No additional equipment beyond what is available within the department

5. Term for implementation: Summer 2017

6. Dates of committee approvals:

Department of Physical Therapy	09/30/16
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

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

Create a New Course (Action)

Date: September 28, 2016

College, Department: CHHS/ Physical Therapy

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

1. Proposed course:

- 1.1 Course prefix and number: DPT 761
- 1.2 Course title: Physical Therapy Management and Administration I
- 1.3 Abbreviated course title: Physical Therapy Management and Administration I
- 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: none
- 1.10 Course description: Foundational concepts of business principles for doctor of physical therapy students with an emphasis on leadership, administration, management, and professionalism.
- 1.11 Course equivalency: none

2. Rationale:

- 2.1 **Reason for developing the proposed course:** This course will serve as an introduction to basic principles of physical therapy-related management and administration. Typically, physical therapy students have minimal to no training regarding business practices. This includes an overall understanding of business principles needed to work in various physical therapy environments. Currently, the students are not adequately prepared for billing practices in each physical therapy setting prior to their first clinical rotation. In addition, the feedback from the previous two DPT cohorts was that the program's current model does not allow for adequate time to understand both the basic and advanced business principles. Therefore, this course will serve to deliver the foundational knowledge needed prior to clinical rotations and prepare the students for more advanced principles in Physical Therapy Management and Administration II.
- 2.2 **Relationship of the proposed course to other courses at WKU:** WKU has a Graduate Certificate in Business Core Competencies. This program has course offerings regarding business foundations, however these topics are not specific to the unique needs of physical therapy practitioners. In addition, the Department of Public health has graduate courses regarding healthcare administration. These courses are not specific to physical therapy practitioners. There is a graduate certificate in leadership studies, however these courses are not specific to physical therapy practitioners. DPT 761 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 761 also serves as preparation for and the initiation of a quality improvement project that will be completed in DPT 762 Physical Therapy Management and Administration II.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

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

- Define and discuss leadership principles and practices associated with physical therapist practice
- Define and discuss professionalism for doctors of physical therapy.
- Discuss foundational principles of accounting and finance, including developing and interpreting financial statements associated with physical therapist practice
- Discuss foundational principles of coding and billing associated with physical therapist practice:
 - Demonstrate the ability to perform accurate coding and billing, as well as determining expected payment for services rendered.
 - Explain insurance reimbursement terminology and develop strategies for communicating and insuring appropriate documentation for third party payers.
- Participate in business management components marketing and public relations associated with physical therapist practice settings
- Participate in activities for ongoing assessment and improvement of quality services in various physical therapist practice settings
- Define various forms of organizational structure where physical therapist's practice
 - Discuss and explain how organizational structure relates to physical therapist practice issues such as following medical orders and delegation of tasks to supportive personnel

3.3 Content outline:

- Leadership and professionalism
- Foundational principles of accounting and finance
- Organizational structure
- Foundational physical therapy coding, billing, and reimbursement
- Customer service

3.4 Student expectations and requirements:

Learning outcomes are attained through participation in class. Therefore, attendance and timeliness is required and will be monitored. Initiation of a quality improvement project, which will be completed in DPT 762 Physical Therapy Management and Administration II, will reinforce concepts presented in face-to-face instruction in order to enrich the learning experience in a practical manner. Attainment of course content will be assessed through quizzes and written exam(s) administered in class or online.

3.5 Tentative text and course materials:

Required Texts:

Page CG. (2010). Management in physical therapy practices. Philadelphia, F.A. Davis.

4. **Budget implications:** There are no anticipated additional needs based on budget.
- 4.1 Proposed method of staffing: Course will be taught within current faculty workload.
 - 4.2 Special equipment, materials, or library resources needed: No additional equipment beyond what is available within the department

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

6. **Dates of committee approvals:**

Department of Physical Therapy	09/30/16
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

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

Revise a Course (Action)

Date: August 25, 2016

College: University College

Department: School of Professional Studies

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 270 780 2535

1. Identification of course

- 1.1 Course prefix (subject area) and number: LEAD 600
- 1.2 Course title: Capstone in Leadership Experience

2. Proposed change(s):

- | | |
|-----|--|
| 2.1 | course number: |
| 2.2 | course title: |
| 2.3 | credit hours: |
| 2.4 | grade type: Standard Letter Grade |
| 2.5 | prerequisites: |
| 2.6 | corequisites: |
| 2.7 | course description: This course will provide students with a culminating experience to integrate the major topics studied in the discipline, demonstrate their mastery of the curriculum, and apply their leadership skills in organizational contexts and settings. |
| 2.8 | other: Remove the repeatable option for this course. Revise the variable credit 3 to 6 credit hours. |

3. Rationale for revision of course: When the course was originally submitted, it focused more on project-based assignments. The course will include several major projects but also include aspects of preparing for employment as well as individual research in leadership theories.

4. Term of implementation: Fall 2017

5. Dates of committee approvals:

School of Professional Studies	10/03/2016
University College Curriculum Committee	10/22/2016
Professional Education Council (if applicable)	
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

**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: 8/15/2016

College, Department: CHHS, Communication Science and Disorders

Contact Person: Lauren Bland, lauren.bland@wku.edu, 745- 58860

1. Identification of course

- 1.1 Course prefix and number: SLP 550
- 1.2 Course title: Speech-Language Pathology and Counseling: Strategies for Clinical Practice

2. Proposed change(s):

- 2.1 course number:
2.2 course title: course abbreviation – SLP and Counseling
2.3 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:

Students seeking this course have expressed difficulty finding the course in Top Net because the current abbreviation (SLP & CNS:STRATEGIES FOR CL PR) is unclear.

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

5. Dates of committee approvals:

Department of Communication Sciences and Disorders

09/14/2016

CHHS Graduate Curriculum Committee

10/17/2016

Graduate Curriculum Committee

10/31/2016

Graduate Council

11/10/2016

University Senate

Revise a Course (Action)

Date: September 27, 2016

College, Department: CHHS, Physical Therapy

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

1. Identification of course

- 1.1 Course prefix and number: DPT 745
- 1.2 Course title: Wound Care

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: **Integumentary System**
- 2.3 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:** The name change is requested to reflect a more modern designation of the course and also to follow the American Physical Therapy Association's Guide to Physical Therapy Practice 3.0 which has a Practice pattern specifically for the Integumentary system.

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

5. Dates of committee approvals:

Department of Physical Therapy	09/30/16
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

**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: September 27, 2016

College, Department: CHHS, Physical Therapy

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

1. Identification of course

- 1.1 Course prefix and number: DPT 762
- 1.2 Course title: Physical Therapy Management and Administration

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: **Physical Therapy Management and Administration II**
- 2.3 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:** This course has been taught for 2 years. It has been determined based on student feedback and faculty consensus that many of the principles are advanced business and administration practices which require prerequisite knowledge that will be provided in the proposed DPT 761, Physical Therapy Management and Administration I.

- 4. Term of implementation:** Summer 2017

5. Dates of committee approvals:

Department of Physical Therapy	09/30/16
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

**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: September 27, 2016

College, Department: CHHS, Physical Therapy

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

1. Identification of course

- 1.1 Course prefix and number: DPT 775
- 1.2 Course title: Differential Diagnosis

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: **Screening for Referral**
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other: **Schedule Type: C**

- 3. Rationale for revision of course:** The name change is requested to reflect a more accurate designation of the course. In addition, the schedule type change from lecture to lecture and lab will reflect the practical components of the course. For example, examination techniques used by physical therapists such as abdominal screening in a primary care setting. The DPT program's accrediting body (CAPTE) requires lab to be at a faculty to student ratio of 15:1. This change will allow for the time needed to meet the objectives of the course and meet the 15:1 CAPTE requirement.

- 4. Term of implementation:** Summer 2017

5. Dates of committee approvals:

Department of Physical Therapy	09/30/16
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

**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: 6/13/2016

College, Department: College of Education & Behavioral Sciences, EDD Program

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of course

- 1.1 Course prefix (subject area) and number: EDLD 797
- 1.2 Course title: Dissertation Seminar

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type: Pass/Fail
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

- 3. Rationale for revision of course:** This proposal is to change the grade type for this course from A-F to Pass/Fail. As the original course proposal rationale described, *historically, doctoral programs have struggled to ensure that students who begin a program complete the requirements. It is often true that those who drop out do so during work on the dissertation. Likewise, although the students in WKU's EdD program are encouraged to work on the dissertation process throughout their program, many are reaching the dissertation stage without having developed the prospectus and/or the dissertation proposal. The proposed dissertation seminar is designed to provide students with the guidance and support necessary to enable them to complete their dissertation research.* Thus, this course is about supporting students' dissertation writing rather than about grading particular assignments unique to the course. A grade of P/F reflects the more supportive nature of the course.

- 4. Term of implementation:** Summer 2017

5. Dates of committee approvals:

EDD Leadership Council	6/13/2016
CEBS College Curriculum Committee	10/4/2016
Professional Education Council (if applicable)	NA
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

*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: 30 August 2016

College, Department: Ogden, Biology

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course

- 1.19 Course prefix (subject area) and number: BIOL 522
- 1.20 Course title: Systematics and Evolution

2. Proposed change(s):

- 2.1 course number: NA
- 2.2 course title: Biological Systematics
- 2.3 credit hours: 3
- 2.4 grade type: NA
- 2.5 prerequisites: NA
- 2.6 corequisites: NA
- 2.7 course description: NA
- 2.8 other: NA

3. **Rationale for revision of course:** Two changes are proposed. First, the current name “Systematics and Evolution” is redundant. Systematics is a subfield of Evolution. Biological Systematics accurately reflects the content covered in this course. Second, this course has been offered as a combination of three hours of lecture with a two-hour laboratory. Implementation and integration of a wet laboratory is no longer needed to maintain it as a challenging graduate-level course. The change from a four-credit course to a three-credit course also aligns with the other Biology Department graduate-level courses. Nearly every Biology graduate-level course offered on a regular basis is a three-credit class.

4. **Term of implementation:** Fall 2017

5. Dates of committee approvals:

Department of Biology	9/16/16
OCSE Graduate Curriculum Committee	10/12/16
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

**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: 9/20/2016

College, Department: CHHS, Communication Sciences and Disorders

Contact Person: Lauren E. Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course or program:

1.3 Current course prefix (subject area) and number: CD 486G

1.4 Course title: Language Disorders

2. Action (check one): ☐ suspend ☒ delete ☐ reactivate

3. Rationale: The G section is no longer needed and hasn't been taught for several years. An independent graduate course SLP 504 is available.

4. Effect on programs or other departments: None, it had been listed as an elective in Interdisciplinary Early Childhood Education but the program will be revised this academic year for implementation in Fall 2017.

5. Term of implementation: Fall 2017

6. Dates of committee approvals:

Department of Communication Sciences and Disorders

09/14/2016

CHHS Graduate Curriculum Committee

10/17/2016

Graduate Curriculum Committee

10/31/2016

Graduate Council

University Senate

**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: 9/20/2016

College, Department: CHHS, Communication Sciences and Disorders

Contact Person: Lauren E. Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course or program:

1.1 Current course prefix and number: CD 489G

1.2 Course title: Communication Disorders in Aging

2. Action (check one): ____ suspend x delete ____ reactivate

3. Rationale: The G section is no longer needed and hasn't been taught for several years.

4. Effect on programs or other departments: None, it had been listed as an elective for the Gerontology certificate but it will be revised this academic year for implementation in Fall 2017.

5. Term of implementation: Fall 2017

6. Dates of committee approvals:

Department of Communication Sciences and Disorders

09/14/2016

CHHS Graduate Curriculum Committee

10/17/2016

Graduate Curriculum Committee

10/31/2016

Graduate Council

11/10/2016

University Senate

**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: September 27, 2016

College, Department: CHHS, Physical Therapy

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

1. Identification of course or program:

1.1 Current course prefix and number: DPT 714

1.2 Course title: Fundamentals of Therapeutic Exercise

2. Action (check one): ____ suspend X delete ____ reactivate

3. Rationale: Currently in the summer semester of the second year of study in the DPT curriculum, students take DPT 714 Fundamentals of Therapeutic Exercise. The faculty indicates that the coursework can be absorbed in the DPT 770 Orthopaedic Rehabilitation and DPT 740 Physical Modalities courses.

4. Effect on programs or other departments: none

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department of Physical Therapy

09/30/2016

CHHS Graduate Curriculum Committee

10/17/2016

Graduate Curriculum Committee

10/31/2016

Graduate Council

11/10/2016

University Senate

**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.*

Proposal Date: September 22, 2016

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Revise A Program
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of program:

- 1.21 Current program reference number: 069
- 1.22 Current program title: Masters of Arts in Folk Studies
- 1.23 Credit hours: 36

2. Identification of the proposed program changes:

- Limit the options of required genre courses.
- Require Plan A students to take all three required genre courses.
- Require three specialized preservation courses in Plan C.

3. Detailed program description:

<p>Plan A (Thesis Option) Degree Requirements—36 hours</p> <p><i>Required Courses—18 hours</i></p> <p>The following three courses must be taken in the first year:</p> <ul style="list-style-type: none">FLK 577 Folklore TheoryFLK 578 Folklore FieldworkFLK 569 Folklore Genres <p>Two of the following genre courses:</p> <ul style="list-style-type: none">FLK 561 Folk Arts and TechnologyFLK 571 Folk NarrativeFLK 575 Folk BeliefFLK 576 American Traditional MusicFLK 580 Folklore Conversation and Communication <p>One of the following applied course:</p> <ul style="list-style-type: none">FLK 470G Museum Procedures and Preservation TechniquesFLK 560 Cultural ConservationFLK 562 Folklore and EducationFLK 572 Public Folklore	<p>Plan A (Thesis Option) Degree Requirements—36 hours</p> <p><i>Required Courses—21 hours</i></p> <p>The following three courses must be taken in the first year:</p> <ul style="list-style-type: none">FLK 577 Folklore TheoryFLK 578 Folklore FieldworkFLK 569 Folklore Genres <p>The following genre courses:</p> <ul style="list-style-type: none">FLK 561 Folk Arts and TechnologyFLK 571 Folk NarrativeFLK 575 Folk Belief <p>One of the following applied courses:</p> <ul style="list-style-type: none">FLK 470G Museum Procedures and Preservation TechniquesFLK 560 Cultural ConservationFLK 562 Folklore and EducationFLK 572 Public Folklore
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<p><i>Electives—12-hours</i> Selected with approval of advisor</p> <p><i>Thesis – 6 hours</i> FLK 599 Thesis Research and Writing</p> <p><i>Exam</i> The student must also pass a comprehensive written examination based on course work and a program reading list.</p>	<p><i>Electives 9hours</i> Selected with approval of advisor</p> <p><i>Thesis – 6 hours</i> FLK 599 Thesis Research and Writing</p> <p><i>Exam</i> The student must also pass a comprehensive written examination based on course work and a program reading list.</p>
<p>Plan B (Public Folklore Option) Degree Requirements---36 hours</p> <p><i>Required Courses—21 hours</i> The following three courses must be taken in the first year:</p> <p>FLK 577 Folklore Theory FLK 578 Folklore Fieldwork FLK 569 Folklore Genres</p> <p>Two of the following genre courses: FLK 561 Folk Arts and Technology FLK 571 Folk Narrative FLK 575 Folk Belief FLK 576 American Traditional Music FLK 580 Folklore Conversation and Communication</p> <p>These courses are required: FLK 562 Folklore and Education FLK 572 Public Folklore</p> <p>Choice of thesis or non-thesis track:</p> <p><i>Thesis track—15 hours</i> FLK 599 Thesis Research and Writing 9 hours of electives chosen with advisor's approval</p> <p><i>Non-thesis track—15 hours</i> One of the following: FLK 589 Internship (minimum 1 hour) FLK 587 Capstone Public Folklore (minimum 1 hour)</p> <p>14 hours of electives chosen with advisor's approval</p>	<p>Plan B (Public Folklore Option) Degree Requirements---36 hours</p> <p><i>Required Courses—21 hours</i> The following three courses must be taken in the first year:</p> <p>FLK 577 Folklore Theory FLK 578 Folklore Fieldwork FLK 569 Folklore Genres</p> <p>Two of the following genre courses: FLK 561 Folk Arts and Technology FLK 571 Folk Narrative FLK 575 Folk Belief</p> <p>These courses are required: FLK 562 Folklore and Education FLK 572 Public Folklore</p> <p>Choice of thesis or non-thesis track:</p> <p><i>Thesis track—15 hours</i> FLK 599 Thesis Research and Writing 9 hours of electives chosen with advisor's approval</p> <p><i>Non-thesis track—15 hours</i> One of the following: FLK 589 Internship (minimum 1 hour) FLK 587 Capstone Public Folklore (minimum 1 hour)</p> <p>14 hours of electives chosen with advisor's approval</p>

<p>Portfolio of professional-level work</p> <p><i>Exam</i> The student must also pass a comprehensive written examination based on course work and a program reading list.</p>	<p>Portfolio of professional-level work</p> <p><i>Exam</i> The student must also pass a comprehensive written examination based on course work and a program reading list.</p>
<p>Plan C (Historic Preservation Option) Degree Requirements—36 hours</p> <p>Required Courses—21 hours</p> <p>The following three courses must be taken in the first year:</p> <p>FLK 577 Folklore Theory FLK 578 Folklore Fieldwork FLK 569 Folklore Genres</p> <p>Two of the following genre courses: FLK 561 Folk Arts and Technology FLK 571 Folk Narrative FLK 575 Folk Belief FLK 576 American Traditional Music FLK 580 Folklore Conversation and Communication</p> <p>Two of the following courses are required:</p> <p>FLK 470G Museum Procedures and Preservation Techniques FLK 464G Vernacular Architecture FLK 560 Cultural Conservation</p> <p>Choice of thesis or non-thesis track:</p> <p>Thesis track—15 hours</p> <p>FLK 599 Thesis Research and Writing 9 hours of electives chosen with advisor's approval</p> <p>Non-thesis track—15 hours</p> <p>One of the following: FLK 589 Internship (minimum 1 hour) FLK 588 Capstone Historic Preservation (minimum 1 hour)</p> <p>14 hours of electives chosen with advisor's approval portfolio of professional-level work</p>	<p>Plan C (Historic Preservation Option) Degree Requirements—36 hours</p> <p><i>Required Courses—24 hours</i></p> <p>The following three courses must be taken in the first year:</p> <p>FLK 577 Folklore Theory FLK 578 Folklore Fieldwork FLK 569 Folklore Genres</p> <p>Two of the following genre courses: FLK 561 Folk Arts and Technology FLK 571 Folk Narrative FLK 575 Folk Belief</p> <p>The following courses are required:</p> <p>FLK 470G Museum Procedures and Preservation Techniques FLK 464G Vernacular Architecture FLK 560 Cultural Conservation</p> <p>Choice of thesis or non-thesis track:</p> <p>Thesis track—12 hours</p> <p>FLK 599 Thesis Research and Writing 6 hours of electives chosen with advisor's approval</p> <p><i>Non-thesis track—12 hours</i></p> <p>One of the following: FLK 589 Internship (minimum 1 hour) FLK 588 Capstone Historic Preservation (minimum 1 hour)</p> <p>11 hours of electives chosen with advisor's approval portfolio of professional-level work</p>

<p><i>Exam</i></p> <p>The student must also pass a comprehensive written examination based on course work and a program reading list.</p>	<p><i>Exam</i></p> <p>The student must also pass a comprehensive written examination based on course work and a program reading list.</p>
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4. Rationale for the proposed program change: The changes reflect an effort to tighten up the requirements for the MA program in Folk Studies and strengthen the central core in each plan by limiting the number of choices in the “genre” courses. Thesis-only students, who are most likely to go on to doctoral programs, will be required to take all three genre courses. The number of required courses for preservation students will also be raised to give them a more thorough grounding in the theory and methodology of historic preservation.

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

6. Dates of prior committee approvals:

Department of Folk Studies and Anthropology	<u>September 26, 2016</u>
Potter College Curriculum Committee	<u>October 13, 2016</u>
Graduate Curriculum Committee	<u>October 31, 2016</u>
Graduate Council	<u>November 10, 2016</u>
University Senate	<u></u>

Revise a Program (Action)

Date: September 27, 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:

2.3 ☒ curriculum:

- Delete one course DPT 714
- Add 2 courses DPT 749 and DPT 761 without changing overall credit hours;
- Reflect name change of three courses: DPT 762, DPT 745, DPT 775.

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 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</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 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</p>

<p>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.</p> <p>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</p>	<p>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.</p> <p>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) 745-3234.</p>
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visit www.wku.edu/physicaltherapy/index.php or call the DPT Program office, (270) 745-3234.	
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Existing Admissions Requirements	Revised Admissions Requirements
<p>Program Admission</p> <p>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"> o Human Anatomy (1 semester with lab) OR Human Anatomy & Physiology I (1 semester with lab) o Biology (2 semesters with labs) o General Chemistry (2 semesters with labs) o General Physics (2 semesters with labs) o Psychology (1 semester) o Statistics (1 semester) o 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"> o There is no minimum GRE score requirement. o A composite score of 300 or higher on the verbal and quantitative sections is <u>recommended</u>. o A score of 4 out of 6 on the analytical 	<p>Program Admission</p> <p>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"> o Human Anatomy (1 semester with lab) OR Human Anatomy & Physiology I (1 semester with lab) o Biology (2 semesters with labs) o General Chemistry (2 semesters with labs) o General Physics (2 semesters with labs) o Psychology (1 semester) o Statistics (1 semester) o 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"> o There is no minimum GRE score requirement. o A composite score of 300 or higher on the verbal and quantitative sections is <u>recommended</u>. o A score of 4 out of 6 on the analytical writing section is <u>recommended</u>. 5. Doctor of Physical Therapy Program application materials: <ul style="list-style-type: none"> o Prospective students are required to apply online using the Physical Therapist Centralized Application Service (PTCAS).

<p>writing section is <u>recommended</u>.</p> <p>5. Doctor of Physical Therapy Program application materials:</p> <ul style="list-style-type: none"> ○ Prospective students are required to apply online using the Physical Therapist Centralized Application Service (PTCAS). <ol style="list-style-type: none"> 1. Prospective students are required to produce 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. 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. <ol style="list-style-type: none"> 1. Prospective students are required to produce 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 via ETS using code 0557 3. Please refer to the Graduate School at WKU website for clarification regarding the application process. ○ Two Letters of Recommendation <ol style="list-style-type: none"> 1. The first letter of recommendation is required from a licensed Physical Therapist. 2. The second letter of recommendation is required to be from a current or previous professor, an advisor, or a current or previous employer/supervisor. <p>6. Technical Standards: Students are required to</p>	<ol style="list-style-type: none"> 1. Prospective students are required to produce 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. Please refer to the PTCAS WKU Program Profile website for further information regarding completing your application. 4. Two Letters of Recommendation <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ Applicants are required to complete the WKU Graduate School application. <ol style="list-style-type: none"> 1. Prospective students are required to produce 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 via ETS using code 0557 3. Please refer to the Graduate School at WKU website for clarification regarding the application process. <p>6. Technical Standards: Students are required to enter the Program with a minimum level of ability in specific areas termed “Technical standards” and are required to meet the 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. 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>
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<p>enter the Program with a minimum level of ability in specific areas termed “Technical standards” and are required to meet the 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. 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>																																																																																			
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DPT 742 Diagnostic Testing and Imaging	2	DPT 742 Diagnostic Testing and Imaging	2
DPT 745 Wound Care	2	DPT 745 Integumentary System	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 749 Neurological Assessment	1
DPT 752 Supervised Clinical Education II	5	DPT 751 Supervised Clinical Education I	4
DPT 753 Supervised Clinical Education III	7	DPT 752 Supervised Clinical Education II	5
DPT 754 Supervised Clinical Education IV	9	DPT 753 Supervised Clinical Education III	7
DPT 760 Professional Issues	2	DPT 754 Supervised Clinical Education IV	9
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DPT 762 Physical Therapy Management and Administration	3	DPT 761 Physical Therapy Management and Administration I	1
DPT 770 Orthopaedic Rehabilitation	4	DPT 762 Physical Therapy Management and Administration II	3
DPT 771 Neurological Rehabilitation	4	DPT 770 Orthopaedic Rehabilitation	4
DPT 772 Cardiopulmonary Rehabilitation	3	DPT 771 Neurological Rehabilitation	4
DPT 774 Spine Assessment and Intervention	3	DPT 772 Cardiopulmonary Rehabilitation	3
DPT 775 Differential Diagnosis	4	DPT 774 Spine Assessment and Intervention	3
DPT 778 Geriatric Physical Therapy	1	DPT 775 Screening for Referral	4
DPT 779 Pediatric Physical Therapy	3	DPT 778 Geriatric Physical Therapy	1
DPT 781 Research in Physical Therapy I	3	DPT 779 Pediatric Physical Therapy	3
DPT 782 Research in Physical Therapy II	3	DPT 781 Research in Physical Therapy I	3
DPT 783 Research in Physical Therapy III	3	DPT 782 Research in Physical Therapy II	3
DPT 784 Research in Physical Therapy IV	1	DPT 783 Research in Physical Therapy III	3
DPT 785 Research in Physical Therapy V	1	DPT 784 Research in Physical Therapy IV	1
DPT 790 Physical Therapy Seminar	1	DPT 785 Research in Physical Therapy V	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 further 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 714 Fundamentals of Therapeutic Exercise Course (2 credit hours) and absorb the material in other classes such as DPT 740 and DPT 770.
- Add a new course, DPT 749 Neurological Assessment (1 credit hour), to better prepare students for DPT 771 Neurological Rehabilitation.

- Add a new course, DPT 761 Physical Therapy Management and Administration I (1 credit hour), for foundational concepts of business principles.
- Reflect a name change in DPT 745 Wound Care to DPT 745 Integumentary System.
- Reflect a name change in DPT 762 Physical Therapy Management and Administration I to DPT 762 Physical Therapy Management and Administration II.
- Reflect a name change in DPT 775 Differential Diagnosis to DPT 775 Screening for Referral.

5. Proposed term for implementation: Summer 2017

6. Dates of committee approvals:

Department of Physical Therapy	09/30/16
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

Revise a Program (Action)

Date: September 14, 2016

College: CHHS

Department: Department of Communication Sciences and Disorders

Contact Person: Lauren Bland, lauren.bland@wku.edu, X58860

1. Identification of program:

- 1.1 Reference number: 0466
- 1.2 Program title: Speech-Language Pathology Master of Science
- 1.3 Credit Hours: 60 hours

2. Proposed change(s):

- 2.1 ☐ title:
- 2.2 ☒ admission criteria
- 2.3 ☐ curriculum:
- 2.4 ☐ other:

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Applicants to the master's degree program in Speech-Language Pathology must meet the following minimum requirements:</p> <ul style="list-style-type: none"> • GRE Verbal score of 143. • GRE Writing score of 3.5 • A baccalaureate degree from a regionally accredited institution. • Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.) • The following prerequisite courses in communication sciences and disorders must be completed, in progress, or on the applicant's plan of study when applying to the program. <ul style="list-style-type: none"> 1. Normal Speech & Language Development 2. Science of Speech & Hearing 3. Phonetics 4. Language Disorders 5. Articulation Disorders 6. Speech Anatomy & Physiology 	<p>Program Admission</p> <p>Applicants to the master's degree program in Speech-Language Pathology must meet the following minimum requirements:</p> <ul style="list-style-type: none"> • GRE Verbal score of 143. • GRE Writing score of 3.5 • A baccalaureate degree from a regionally accredited institution in the profession OR outside of the profession and the following courses: <ul style="list-style-type: none"> 1. Normal Speech & Language Development 2. Science of Speech & Hearing 3. Phonetics 4. Language Disorders 5. Articulation Disorders 6. Speech Anatomy & Physiology 7. Audiology 8. Diagnostic or Assessment Procedures • The degree and/or prerequisite courses in communication sciences and disorders must be completed, in progress, or on the applicant's plan of study when applying to the program. • Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a

<p>7. Audiology 8. Diagnostic or Assessment Procedures</p> <p>Clinical observation through a University program (25 hours of clinical observation supervised by a certified speech-language pathologist or audiologist) is preferred but not required.</p> <p>See undergraduate Pre-SLP coursework for more information about how to register for prerequisite courses in communication sciences and disorders.</p> <p>The following prerequisite courses in basic sciences must be completed, in progress, or on the applicant's plan of study when applying to the program.</p> <p>These include one course in each of the 4 basic science areas:</p> <ul style="list-style-type: none"> • Biological Science (Science of living things, such as Biology, Human Anatomy) • Physical Science (Science of non-living things: Acoustics, Physics or Chemistry) • Social Science (Psychology, Sociology, Anthropology) • Statistics <p>All prerequisite course must be completed before beginning the graduate program.</p> <p>Applicants must also submit along with an application to the Graduate School:</p> <ul style="list-style-type: none"> • Written essay - The essay must be no more than 1 page typed, using a 12-point Times New Roman font, and double-spaced. The applicant's name and the date on which the essay was written should be noted at the top. Visit 	<p>minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)</p> <p>Clinical observation through a University program (25 hours of clinical observation supervised by a certified speech-language pathologist or audiologist) is preferred but not required.</p> <p>See undergraduate Pre-SLP coursework for more information about how to register for prerequisite courses in communication sciences and disorders.</p> <p>The following courses in basic sciences must be completed, in progress, or on the applicant's plan of study when applying to the program:</p> <p>These include one course in each of the 4 basic science areas:</p> <ul style="list-style-type: none"> • Biological Science (Science of living things, such as Biology, Human Anatomy) • Physical Science (Science of non-living things: Acoustics, Physics or Chemistry) • Social Science (Psychology, Sociology, Anthropology) • Statistics <p>All prerequisite or basic science courses must be completed before beginning the graduate program.</p> <p>Essential Functions: Students must enter the Program with a minimum level of ability in specific areas termed essential functions. Students must be able to meet minimum essential skills with or without reasonable accommodation during their internship or externship experiences.</p> <p>Applicants must also submit along with an application to the Graduate School:</p> <ol style="list-style-type: none"> 1. Written essay - The essay must be no more than 1 page typed, using a 12-point Times New Roman font, and double-spaced. The applicant's name and the date on which the essay was written should be noted at the top. Visit www.wku.edu/communicationdisorders
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<p>www.wku.edu/communicationdisorders for designated topic when applying.</p> <ul style="list-style-type: none"> • 3 references listed with the reference's name, relationship to the applicant, address, phone number, and email address. Letters of recommendation should NOT be sent. • Official GRE score report. Exam must be completed within the past 5 years. • Official transcripts from all colleges attended. • Departmental Application must be completed and submitted to the Department of Communication Sciences and Disorders • Video presentation. <p>Applications to the Speech-Language Pathology graduate program will be ranked based on scores in the following areas:</p> <ul style="list-style-type: none"> • Verbal score of the GRE • Writing score of the GRE • Average GPA for the last 60 credit hours of college coursework • Written essay • Interpersonal communication <p>Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are known issues in obtaining sufficient and appropriate clinical sites for students. Check www.wku.edu/communicationdisorders for further information before applying to the program.</p> <p>Any academic deficiencies required to meet certification requirements of the American Speech-Language-Hearing Association must be completed.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p>	<p>for designated topic when applying.</p> <ol style="list-style-type: none"> 2. 3 references listed with the reference's name, relationship to the applicant, address, phone number, and email address. Letters of recommendation should NOT be sent. 3. Official GRE score report. Exam must be completed within the past 5 years. 4. Official transcripts from all colleges attended. 5. Departmental Application must be completed and submitted to the Department of Communication Sciences and Disorders 6. Finalists may be contacted to provide a short video presentation and/or interview to assess interpersonal communication. <p>Applications to the Speech-Language Pathology graduate program will be ranked based on scores in the following areas:</p> <ul style="list-style-type: none"> • Verbal score of the GRE • Writing score of the GRE • Average GPA for the last 60 credit hours of college coursework • Written essay • Interpersonal communication <p>Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are known issues in obtaining sufficient and appropriate clinical sites for students. Check www.wku.edu/communicationdisorders for further information before applying to the program.</p> <p>Any academic deficiencies required to meet certification requirements of the American Speech-Language-Hearing Association must be completed.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p>
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4. **Rationale:** Many undergraduate programs from which this department often enrolls graduate students have adjusted the curriculum to incorporate the prerequisite content into a range of courses. To specify the specific courses limits the universities from which WKU can draw potential students. Our department has had students sign an Essential Functions document for several years due to the nature of the practice of speech-language pathology. We have not however included that as a part of the admission process and the addition of this statement will allow us to do that.

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

6. **Dates of committee approvals:**

Department of Communication Sciences and Disorders	09/14/2016
CHHS Graduate Curriculum Committee	10/17/2016
Graduate Curriculum Committee	10/31/2016
Graduate Council	11/10/2016
University Senate	

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item)

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

1. Identification of program:

- 1.24 Current program reference number: 047
- 1.25 Current program title: Adult Education
- 1.26 Credit hours: 30 - 39

2. Identification of the proposed program changes:

- Add ID 583 and remove PSYS 773 to Training and Development Concentration
- Add ID electives to Training and Development Concentration

3. Detailed program description:

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.

Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (ADED 590 –

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.

Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, **6 additional hours of Adult Education**, a research foundations course, **and 6 hours of capstone experience coursework**, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or

Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

General Adult Education Concentration

Core Courses (9 hours)

<u>Course</u>	<u>Name</u>
ADED 510	Introduction to Adult Education (3)
ADED 520	Methods for Teaching Adults (3)
ADED 611	Adult Learning and Development (3)
Additional Adult Education Courses	
ADED 530	Program Planning for Adults (3)
ADED 540	History and Philosophy of Adult Education(3)
Electives_6 hours	
Courses may be selected from the following or from other courses with prior approval of advisor:	
ADED 598	Adult Education Seminar (3)
CNS 555	Social and Cultural Diversity in Counseling (3)
CNS 556	Developmental Career Counseling (3)
CNS 557	Human and Family Development in Counseling (3)
CNS 572	American College Student (3)
CNS 574	Student Development in Higher Education (3)
CNS 577	Counseling Concepts and Applications for Student Affairs Professionals (3)
CNS 580	Family Life Studies (3)
CNS 586	Parenting Issues (3)
CNS 667	Drug Abuse Counseling (3)
CNS 670	Parameters of Law in Student Affairs and Higher Education (3)
SPED 516	Exceptional Child: Perspectives and Issues (3)
SPED 518	Seminar: Contemporary Challenges in Spec. Ed. (3)

the following two additional courses are required (ADED 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

General Adult Education Concentration

Core Courses (9 hours)

<u>Course</u>	<u>Name</u>
ADED 510	Introduction to Adult Education (3)
ADED 520	Methods for Teaching Adults (3)
ADED 611	Adult Learning and Development(3)
Additional Adult Education Courses	
ADED 530	Program Planning for Adults (3)
ADED 540	History and Philosophy of Adult Education(3)
Electives_6 hours	
Courses may be selected from the following or from other courses with prior approval of advisor:	
ADED 598	Adult Education Seminar (3)
CNS 555	Social and Cultural Diversity in Counseling (3)
CNS 556	Developmental Career Counseling (3)
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CNS 572	American College Student (3)
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CNS 580	Family Life Studies (3)
CNS 586	Parenting Issues (3)
CNS 667	Drug Abuse Counseling (3)
CNS 670	Parameters of Law in Student Affairs and Higher Education (3)
SPED 516	Exceptional Child: Perspectives and Issues (3)
SPED 518	Seminar: Contemporary Challenges in Spec. Ed. (3)

<p>SPED 534 Seminar: Research in Exceptional Child Education (3) LTCY 519 Foundations of Reading Instruction (3) LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3) LME 535 Survey of Educational Technology Practices (3) LME 537 Principles of Educational Technology Practices (3) PSY 510 Advanced Educational Psychology (3) PSY 511 Psychology of Learning (3)</p> <p>Research Foundations (3 hours) EDFN 500 Research Methods (3) or equivalent as approved by advisor <i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> AEDE 599 Thesis</p> <p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i> AEDE 590 Adult Education Practicum (3) AEDE 597 Directed Study in Adult Education (3)</p> <p>Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p>	<p>SPED 534 Seminar: Research in Exceptional Child Education (3) LTCY 519 Foundations of Reading Instruction (3) LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3) LME 535 Survey of Educational Technology Practices (3) LME 537 Principles of Educational Technology Practices (3) PSY 510 Advanced Educational Psychology (3) PSY 511 Psychology of Learning (3)</p> <p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods (3) or equivalent as approved by advisor <i>Students may take one of the following two options:</i></p> <p>Capstone Experience:</p> <p><i>Thesis Option (6 hours)</i> AEDE 599 Thesis</p> <p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i> AEDE 590 Adult Education Practicum (3) AEDE 597 Directed Study in Adult Education (3)</p> <p>Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations (3 credit hours) course, and two capstone experience (6 credit hours) courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p>
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<p>Community and Technical College Concentration</p> <p><i>Core Courses (9 hours)</i></p> <table border="1"> <thead> <tr> <th>Course</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Development and Learning (3)</td> </tr> </tbody> </table> <p>Additional Higher Education Courses</p> <p>EDFN 612 Seminar in Community College Teaching</p> <p>Discipline Courses (18 hours)</p> <p>Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges</p> <p>Research Foundations (3 hours)</p> <p>EDFN 500 Research Methods or equivalent as approved by advisor</p> <p>Capstone Experience (6 hours)</p> <p>ADED 590 Adult Education Practicum (3)</p> <p>ADED 597 Directed Study in Adult Education (3)</p> <p>Adult Education – Higher Education Concentration</p> <p>The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p> <p>Higher Education Concentration</p> <p><i>Core Courses (9 hours)</i></p> <table border="1"> <thead> <tr> <th>Course</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Learning and</td> </tr> </tbody> </table>	Course	Name	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Development and Learning (3)	Course	Name	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and	<p>Community and Technical College Concentration</p> <p><i>Core Courses (9 hours)</i></p> <table border="1"> <thead> <tr> <th>Course</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Development and Learning(3)</td> </tr> </tbody> </table> <p>Additional Higher Education Courses</p> <p>EDFN 612 Seminar in Community College Teaching</p> <p>Discipline Courses (18 hours)</p> <p>Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges</p> <p>Research Foundations (3 hours)</p> <p>EDFN 500 Research Methods or equivalent as approved by advisor</p> <p>Capstone Experience (6 hours)</p> <p>ADED 590 Adult Education Practicum (3)</p> <p>ADED 597 Directed Study in Adult Education (3)</p> <p>Adult Education – Higher Education Concentration</p> <p>The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods research foundations, 6 hours of capstone experience, and 12 hours of additional Adult and Higher Education concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p> <p>Higher Education Concentration</p> <p><i>Core Courses (9 hours)</i></p> <table border="1"> <thead> <tr> <th>Course</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Learning and</td> </tr> </tbody> </table>	Course	Name	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Development and Learning(3)	Course	Name	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and
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<p>Development (3)</p> <p><i>Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:</i></p> <p>ADED 530 Program Planning for Adults (3)</p> <p>EDFN 612 Seminar in Community College Teaching (3)</p> <p>EDFN 685 Issues in Higher Education (3)</p> <p>EDFN 675 Higher Education in America (3)</p> <p>EDFN 721 - Postsecondary Change and Culture (3)</p> <p>EDFN 724 - Leadership in Community and Technical Colleges (3)</p> <p>EDLD 728 - Postsecondary Economics and Finance (3)</p> <p>ID 570 Principles of Instructional Design. (3)</p> <p>ID 573 Instructional Performance and Task Analysis (3)</p> <p>ID 583 Training Materials (3)</p> <p>ID 585 Distance Delivery Systems (3)</p> <p>Research Methods Course (3 hours)</p> <p>EDFN 500 Research Methods</p> <p>Capstone Experience:</p> <p><i>Students may choose one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i></p> <p>ADED 599 Thesis (6)</p> <p>or</p> <p><i>Non-Thesis Option (6 hours)</i></p> <p>ADED 590 Adult Education Practicum (3)</p> <p>ADED 597 Directed Study in Adult Education (3)</p> <p>Adult Education – Training and Development Concentration The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3</p>	<p>Development (3)</p> <p><i>Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:</i></p> <p>ADED 530 Program Planning for Adults (3)</p> <p>EDFN 612 Seminar in Community College Teaching (3)</p> <p>EDFN 685 Issues in Higher Education (3)</p> <p>EDFN 675 Higher Education in America (3)</p> <p>EDFN 721 - Postsecondary Change and Culture (3)</p> <p>EDFN 724 - Leadership in Community and Technical Colleges (3)</p> <p>EDLD 728 - Postsecondary Economics and Finance (3)</p> <p>ID 560 Instructional Design Foundations (3)</p> <p>ID 570 Principles of Instructional Design. (3)</p> <p>ID 572 Performance Improvement Analysis in the Workplace (3)</p> <p>ID 583 Training Materials (3)</p> <p>ID 585 Distance Delivery Systems (3)</p> <p>Research Methods Foundations Course (3 hours)</p> <p>EDFN 500 Research Methods</p> <p>Capstone Experience:</p> <p><i>Students may choose one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i></p> <p>ADED 599 Thesis (6)</p> <p>or</p> <p><i>Non-Thesis Option (6 hours)</i></p> <p>ADED 590 Adult Education Practicum (3)</p> <p>ADED 597 Directed Study in Adult Education (3)</p> <p>Adult Education – Training and Development Concentration The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 6</p>
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additional hours in ADED 530 – Program Planning for Adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

Concentration in Training and Development

Core Courses (9 hours)

ADED 510 Introduction to Adult Education (3)
 ADED 520 Methods for Teaching Adults (3)
 ADED 611 Adult Learning and Development (3)

Additional Required Courses

ADED 530 Program Planning for Adults (3)
~~PSYS 773 Employee Training and Development Issues for Organizational Leaders (3)~~

Electives (9 hours): Select from the following or from other courses as approved by advisor:

ID 570 Principles of Instructional Design (3)
~~ID 573 Instructional Performance and Task Analysis(3)~~
 ID 577 Management of Instructional Systems (3)
~~ID 581 Ethical and Legal Issues in Instructional Design (3)~~
~~ID 583 Training Methods (3)~~
~~ID 585 Distance Delivery Systems (3)~~
 ID 587 Issues and Problems in Instructional Design (3)
 ID 595 Advanced Instructional Design Studio (3)
 LME 535 Survey of Educational Technology Practices (3)
 LME 537 Principles of Education Technology Applications (3)
 LME 545 Education Technology Production (3)
 LME 547 Integration of Education Technology (3)
 EDFN 501 Educational Statistics (3)
 EDFN 601 Applied Statistics and Design
 EDFN 603 Qualitative Research in Education (3)
 CNS 555 Social and Cultural Diversity in

additional hours in ~~ADED 530 – Program Planning for Adults~~ of additional required courses, 3 hours of ~~EDFN 500 – Research Methods~~–research foundation, six hours of capstone experience, and 9 **6** hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

Concentration in Training and Development

Core Courses (9 hours)

ADED 510 Introduction to Adult Education (3)
 ADED 520 Methods for Teaching Adults (3)
 ADED 611 Adult Learning and Development (3)

Additional Required Courses (6 hours)

ADED 530 Program Planning for Adults (3)
ID 583 Training Design and Development(3)

*Electives (9 **6** hours): Select from the following or from other courses as approved by advisor:*

ID 560 Instructional Design Foundations (3)
 ID 570 **Systematic Instructional Design (3)**
 ID 577 Management of Instructional Systems (3)
 ID 585 **Distance Education Opportunities and Challenges(3)**
 ID 587 **Trends and Issues in** Instructional Design (3)
ID 588 Multimedia Design (3)
 ID 595 Internship in Instructional Design (3)
 LME 535 Survey of Educational Technology Practices (3)
 LME 537 Principles of Education Technology Applications (3)
 LME 545 Education Technology Production (3)
 LME 547 Integration of Education Technology (3)
 EDFN 501 Educational Statistics (3)
 EDFN 601 Applied Statistics and Design
 EDFN 603 Qualitative Research in Education (3)
 CNS 555 Social and Cultural Diversity in Counseling (3)
 CNS 589 Group Dynamics in Student Affairs

<p>Counseling (3) CNS 589 Group Dynamics in Student Affairs and Higher Education (3) CNS 637 Theories of Addictions (3) CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3) CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis or <i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>	<p>and Higher Education (3) CNS 637 Theories of Addictions (3) CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3) CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor</p> <p>Capstone Experience:</p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis or <i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>
<p>Admission Requirements Admission to all ADED concentrations requires the student to meet ONE of the following:</p> <ol style="list-style-type: none"> Admission with GRE and GAP score: <ol style="list-style-type: none"> Minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] on the GRE taken before August 2011. Minimum Analytical Writing score of 3.5. Minimum GAP score of 550 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] on GRE taken after August 2011, with a minimum GRE-V of 139 and GRE-Q of 139. Minimum Analytical Writing score of 3.5. Applicant is responsible for maintaining contact with the Graduate School, (270) 745-2446. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the 	<p>Admission Requirements Admission to all ADED concentrations requires the student to meet ONE of the following:</p> <ol style="list-style-type: none"> Admission with GRE and GAP score: <ol style="list-style-type: none"> Minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] on the GRE taken before August 2011. Minimum Analytical Writing score of 3.5. Minimum GAP score of 550 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] on GRE taken after August 2011, with a minimum GRE-V of 139 and GRE-Q of 139. Minimum Analytical Writing score of 3.5. Applicant is responsible for maintaining contact with the Graduate School, (270) 745-2446. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the

<p>Adult Education Admissions committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, www.wku.edu/aded.</p> <p>3. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, www.wku.edu/aded.</p> <p>4. Applicants with an undergraduate grade point average below a 2.75 submit qualifying GAP/GRE-AW scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details.</p>	<p>Adult Education Admissions committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, www.wku.edu/aded.</p> <p>3. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, www.wku.edu/aded.</p> <p>4. Applicants with an undergraduate grade point average below a 2.75 submit qualifying GAP/GRE-AW scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details.</p>
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4. Rationale for the proposed program changes:

- There is a slight modification to the listing of courses for the Training and Development Concentration; we have removed PSYS 773 and added ID 583. ID 583 better serves the needs of the program and its students.
- We have added more ID courses as electives and updated the titles of those courses to their current name.

5. Proposed term for implementation: Fall, 2017

6. Dates of prior committee approvals:

Dept of Ed Admin, Leadership & Research 09/27/2016

CEBS Curriculum Committee 10/04/2016

Graduate Curriculum Committee 10/31/2016

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

Certificate Program - Create New (Action)

Date: August 8, 2016

College: College of Education and Behavioral Sciences

Department: Educational Administration, Research, and Leadership

Contact Person: Tony Norman, tony.norman@wku.edu, 5-3062

1. Identification of program:

- 1.27 Program title: Executive Leadership Coaching
- 1.28 Required hours: 12
- 1.29 Program Description: A program for current or aspiring leaders to prepare them to mentor current or aspiring leaders in their development.
- 1.30 Classification of Instructional Program Code (CIP): 13.0401

2. Learning outcomes of the proposed certificate program:

Students who complete the certificate will be able to

- 1. Describe key historical and contemporary theories of leadership.
- 2. Describe research regarding leadership development and effectiveness.
- 3. Describe their own leadership approach within the context of leadership theory and research.
- 4. Demonstrate growth in their own leadership capacity as a result of applying skills and concepts drawn from the leadership literature to their internship experience.
- 5. Analyze leadership, team, and organizational characteristics and behaviors toward solving common workplace problems at both the tactical and strategic levels.
- 6. Identify key values to guide individuals and organizations.
- 7. Describe theories, research, and processes related to effective leadership coaching.
- 8. Use theoretical-, empirical-, and self-knowledge, as well as an ethical framework, to support and mentor aspiring or newly appointed leaders.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: Executive coaching is a fast growing area of leadership development that would give educational leadership doctoral students an advantage as they explore future leadership training opportunities.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: No other leadership certificates are offered in the EALR Department.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The University College houses a graduate leadership studies certificate that is generalist in nature, and, thus, not specifically geared toward helping leaders develop the capacity of mentoring other current or aspiring leaders.
- 3.4 Projected enrollment in the proposed certificate program: 10 per academic year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): East Tennessee State University has an executive coaching course as part of their leadership development program for all university employees. Middle Tennessee State University's Center for Organizational and Human Resource Effectiveness offers executive coaching services, but no certificate program. Northern Illinois University's Center for Human Capital and Leadership offers a "Coaching for Success" professional development program. University of Southern Mississippi has a Training and Development Certificate Program that includes an executive coaching component. Georgetown University's School of Continuing Studies

offers a Leadership Coaching certificate; New York University's School of Professional Studies offers an Organizational and Executive Coaching certificate; Harvard University's Division of Continuing Education offers Leadership Coaching Strategies seminars.

- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate ties with the university mission of creating "citizen-leaders" and specifically relates to strategic plan objective 1.5, "prepare students for lifelong learning and success," by helping fulfill the associated strategy, "expand leadership training and development opportunities for students."

4. **Admission Criteria:** Permission of the certificate program coordinator

5. **Curriculum:** Twelve hours total of coursework in the following three areas:

- a) Leadership Content Knowledge (6 hours) – EDLD 710 (Leadership Theories and Ethics, 3 hours) and EDLD 720 (Individual and Group Issues in Leadership, 3 hours)
- b) Executive Leadership Coaching Training – EDLD 794 (Educational Leadership Seminar on executive coaching, 3 hours)
- c) Executive Leadership Coaching Internship – EDLD 798 (Educational Leadership Doctoral Program Internship devoted to leadership coaching, 3 hours)

Notes: 1) The Executive Coaching Internship must be approved by the certificate program coordinator. 2) Similar coursework in all three areas may be approved as equivalent by the certificate program coordinator.

6. **Budget implications:** All designated courses described under "Curriculum" are already offered as part of the existing EDD program curriculum. Based on student interest, the EDLD 794 course with executive coaching as the topic may need to be offered more frequently.

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

8. **Dates of committee approvals:**

Department (EDD Leadership Council)	<u>9/15/2016</u>
CEBS Curriculum Committee	<u>10/4/2016</u>
Office of Academic Affairs (if ≥18 hour program)	<u>NA</u>
Professional Education Council (if applicable)	<u>NA</u>
Graduate Curriculum Committee	<u>10/31/2016</u>
Graduate Council	<u>Not approved</u>
University Senate	<u></u>
Board of Regents	<u></u>

Information Agenda

SLP 575 Syllabus The Speech Language Pathologist's Role in Literacy Practice Spring 2017

Instructor: Janice Carter Smith Ph.D. CCC/SLP
Office: Rm. 108 F Academic Complex
Phone: 270-745-5875; Fax: 270-745-3441
E-Mail: janice.smith@wku.edu
Office Hours: By appointment or M/R 5-7pm

Class Meeting Information: TBD (via Adobe Connect)

Texts:

Required

Kamhi, A. G. & Catts, H. W. (2012). *Language and reading disabilities*. Boston: Pearson.
ISBN-13: 978-0137072774. For purchase or rental: <https://www.amazon.com/Language-Disabilities-Communication-Sciences-Disorders/dp/0137072775>

Students will be required to access, print, and read policy documents located on ASHA's website (www.asha.org)

Students will be required to use a book (fiction or nonfiction) to complete a literacy project. This book may require purchase but could also be checked out from a local library.

Recommended

Cooper, J.D., Robinson, M.D., Slansky, J.A., and Kiger, N.D. (2015). *Literacy: Helping students construct meaning* (9th ed.). **ISBN-13:** 9781285432427. *Access online at http://www.cengage.com/search/productOverview.do?N=16+4294922390+4294920876&Ntk=P_EPI&Ntt=6282686876368481281582448421881328051&Ntx=mode%2Bmatc hallpartial There is a chapter rental option that is cheaper. **YOU DO NOT HAVE TO PURCHASE THIS BOOK** to complete the course.

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Catalogue Course Description:

Students will examine difficulties involving phonological awareness, memory, and retrieval as well as analyze how language demands of textbooks, academic talk, and curriculum may stress a student's capabilities at different ages and grade levels.

Modes of Instruction and Communication:

Instruction will be via lectures, cooperative learning groups, internet exploration, independent learning activities and assigned readings. Your WKU email address is the **ONLY** one to which class correspondence will be sent. You are responsible for checking your email and the course site Blackboard regularly.

Learning Objectives

Throughout this course, students will:

1. Describe pertinent background information and the major etiologies of disorders in children and adults
2. Assess the impact of language and literacy impairment and adverse effects on the learning process
3. Plan, implement, evaluate and modify literacy intervention strategies
4. Analyze issues pertinent to service delivery such as cultural diversity, behavior management, and collaboration
5. Develop strategies for the prevention of literacy disability
6. Identify and critically discuss knowledge and skills in professional issues

Evaluation of Student Achievement:

Discussion Board Assignments (25 points)

Students will complete five assignments (5 points each) given on the Discussion Board feature of Blackboard.

Learning Assessments (100 points)

Students will complete four learning assessments (25 points each) to assess on-going learning, retention, and application of knowledge. Examinations will be available to students for a limited period of time, and must be taken during one sitting.

Literacy Intervention Case (75 points)

Students will assess a child's literacy level, identify needs, and develop an interactive activity based on the case, and implement that activity.

Literacy Intervention Module (LIM; 100 points)

Students will choose a book from a given list of options to use to complete an LIM. Details and rubrics for this project will be provided to students on their Bb site.

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 300 total points possible. Grading is as follows:

A	93-100	B	85-92	C	77-84	D	68-76
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Technology Management:

This course will include use of Blackboard software. Managing student technology is the sole responsibility of the student. ***The student is responsible for making sure that:*** (a) student word processing software is compatible with that used by the University; (b) student email software is

working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

The IT Help Desk can be reached at 270-745-7000.

Policies:

Attendance and Classroom Participation

Attendance and classroom participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However remember that if you have questions, others may have similar concerns so please ask or post to the discussion board when applicable. Asking questions will help facilitate your learning and often stimulate discussion. Collaboration with each other is encouraged outside of class times. There will be point deductions for excessive tardiness. There is no opportunity for making up missed work without severe score deductions.

In the event that the University cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes are due at the next class meeting. Students are advised to consult the University's web page or local media regarding cancellation of class in the event of inclement weather. First and foremost, students should always use their best judgment in determining whether or not it is safe for them to travel.

Plagiarism: *From the Faculty Handbook*

Definition: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly

with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism in ANY portion of this course including but not limited to abstracts, projects, reports, rough drafts, and final papers will be severely penalized.

Student Disability Services:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, DSU A200. The telephone number is (270) 745-5004 V/TDD; the email is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the SARC.

Grievance:

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf>

"It's not what is poured into a student that counts, but what is planted." Linda Conway



SLP 560 Medical Speech Language Pathology Spring 2017

Instructor: Jo Shackelford, Ed.D., CCC-SLP	Office: Academic Complex 108D E-mail: jo.shackelford@wku.edu Phone: 270-745-4306 Fax: 270-745-3144
Office Hours: Tuesday, Wednesday, Thursday 10:00 – 3:00 and by appointment	Class Schedule: TBD (weekly evening meetings) Students will be responsible for viewing multiple recorded lectures between class meetings.

How to reach me: I am most easily reached by email, and check it multiple times throughout the day. I do not consider contact with you to be a “bother”. In fact, I invite you to talk with me frequently about our course content and your impressions of what you’re learning. Sometimes a conversation can help illuminate an idea and support your learning.

Course Description: Current issues encountered in the medical environment in preparation for an externship and career in a healthcare setting. Collaborative roles, ethics, documentation, communication, advanced diagnostics (MBS), impact of various medical conditions on communication, cognition, and swallowing. **Prerequisite:** Must have completed SLP 514 Dysphagia

Required Texts:

1. Golper, Lee Ann C. (2010). *Medical Speech-Language Pathology*. (3rd ed). Delmar Cengage Learning. ISBN: 978-1-4283-4057-2
2. MBSImp Training: <https://www.mbsimp.com/> Upon registration for SLP 572, you will be provided with a link to enroll yourself in the MBSImp training (Student cost: \$75). You will work on lessons autonomously, and will submit to me your final test in the “Reliability Zone” as one of your graded assignments for class.

Course Assignments	Points
Quizzes (5@20points)	100
Training Videos (4@25 pts)	100
MBSImp Reliability Zone Test	100
Caregiver Training Presentation	25
Resource Binder	25
Total	350

Core Objectives:

- Describe the role of the SLP on interdisciplinary teams in a variety of medical settings;
- Explain the functions and collaborative roles of medical professionals;
- Demonstrate the ability to interpret common medical terms and abbreviations;
- Describe the impact of tracheostomies, ventilators, and head and neck cancer on communication and swallowing abilities.
- Read and interpret Modified Barium Swallow Studies;
- Analyze common ethical dilemmas related to the medical field;
- Demonstrate ability to plan a treatment day with consideration of documentation and reimbursement requirements;
- Conduct a thorough medical chart review to extract information about insurance, medical status and acuity, vital signs, medications, and recent diagnostic tests to summarize a patient's chart and plan for an efficient and effective comprehensive assessment.

Topics:

Collaborative role of SLP in medical setting

Communication with team

Settings & continuum of care

Medical terminology

Trach & Vent

Head & Neck Cancer

Laryngectomy

MBS

FEES

NICU/Pediatric Feeding (pending confirmation of guest lecture)

Ethics

Billing/Coding/Documentation:

ICD-10, CPT, Med A, Med B, RUGS

Palliative Care

Drug effects, pharmacology

General Policies

7. Students are expected to participate in class discussions and complete assignments in a thorough and insightful manner. Assignments must be posted by **midnight of the due date** in order to avoid a grade reduction of 5% per day. Quizzes and exams will not be accepted late. If unforeseen events interfere with your ability to participate in this course, prompt communication with the instructor through email or phone contact would be to your advantage.
8. Plagiarism will result in the failure of the assignment involved. The University definition of plagiarism is found on page 59 of the Faculty Handbook. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give

the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Student work presented in this course may be analyzed using plagiarism detection software.

9. Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course, must contact the Student Accessibility Resource Center, DSU 1074, sarc@wku.edu, phone (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Student Accessibility Resource Center.
10. Technology Management: This course will involve the use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved.

The IT Help Desk can be reached at 270-745-7000.

11. The instructor reserves the right to modify this syllabus as needed.
12. Grading Scale: Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. Grading is as follows:
 - A 93-100
 - B 85-92
 - C 77-84
 - D 68-76
 - F below 68

SLP 560 Topics Calendar
Spring 2017

Date	Topic	Assignment, reading, video lecture
Week 1	Settings, continuum of care Collaborative role of SLP (other disc), Communicating with team	Syllabus Review & Assignments Lecture 1: Medical settings
Week 2	Medical Terminology	Lecture 2: Medical terminology Begin MBSImp training
Week 3	MBS, FEES	Lecture 3: MBS/FEES Preparation, procedure, and decision making
Week 4	Impact of T & V on Communication and Swallowing	Lecture 4: Passy-Muir: Aerodigestive & Resp Changes Post Trach Lecture 5: Passy Muir: Vent Basics for Non-Resp Therapist Case Study: Trach & Vent
Week 5	Head & Neck Cancer, Laryngectomy, impact on communication & swallowing	Lecture 7: H&N CA Reading: Logemann text
Week 6	Documentation	Lecture 8: Documentation
Week 7	Billing & Coding	Lecture 9: Billing and Coding
Week 8	NICU	Lecture 10: Mattingly Assessment & Treatment
Week 9	Ethics	Lecture 11: Ethics in SLP Read Pollens, discuss Stead cases in class
Week 10	Drug Effects, Pharmacology	Lecture 13: Drug Effects
Week 11	Electronic Documentation	Lecture 12: HIM Due: Resource Binder
Week 12	Palliative Care	Reading: Palliative care folder on BB MBSImp due July 22
Week 13	Presentation of Inservices and Resource Binders	

Attachment 4

GRADUATE FACULTY REPORT – November 2016

Regular

<u>Name</u>	<u>Department</u>
Burch, Barbara	Educational Administration, Leadership & Research

Associate

<u>Name</u>	<u>Department</u>
Dick, Sonya	Doctor of Physical Therapy
Kambesis, Patricia	Department of Geography & Geology

Temporary

<u>Name</u>	<u>Department</u>
Jones, Myra	School of Nursing

Adjunct

<u>Name</u>	<u>Department</u>
Brownson, Steven	School of Teacher Education
Constant, Matthew	School of Teacher Education
Ehresman, Cindy	School of Professional Studies
Ward, Sarah	Communication Sciences & Disorders
Webb, Terri	School of Teacher Education

Attachment 5

WKU Pathways Programs

Application Process

International students who meet all criteria for admission to the Graduate School except the minimum English proficiency requirement may apply for admission to a WKU Pathway Program. Applicants to WKU Pathways Programs must meet one of the following:

- a. official Test of English as a Foreign Language (TOEFL) minimum score of 61 (Internet-based) or 500 (paper-based) taken within the past two years; or
- b. official International English Language Testing System (IELTS) minimum score of 6.0 taken within the past two years.

Students who meet the criteria for admission in good standing to the Graduate School and/or degree program may not be admitted to a WKU Pathway Program.

Admission Decision

The Graduate School will notify applicants of the admission decision, which will include one of the three types:

- Good standing – admitted
- Denied – not admitted
- Program full – not admitted due to capacity

Pathway Program Completion and Admission to Degree Program

Students who successfully complete a WKU Pathway Program will be admitted in good standing to the related degree program(s) for the subsequent term of study. Students who do not successfully complete the WKU Pathway Program will be dismissed from the WKU Pathway Program and the Graduate School.

Propose a Pathways Program

(Action)

**Note: See appendix for instructions on completing this proposal*

Date:

College:

Department:

Contact Person: Name, email, phone

1. Identification of program:

1.31 Pathways Program title:

1.32 Catalog description:

1.33 Degree program(s) into which pathways program completers will matriculate including reference numbers:

2. Rationale:

2.1 Reason for developing the proposed Pathway program:

2.2 Projected enrollment in the proposed Pathway program:

2.3 Relationship of the proposed Pathway program to other university programs:

2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

3. Objectives/learning outcomes of the proposed Pathway program:

4. Detailed program description:

4.1 Admission standards:

4.2 Curriculum:

4.3 Completion/Certification requirements:

5. Assessment

5.1 Assessment of international pathways/conditional admit students in past six years (if applicable):

5.2 Plan for ongoing assessment of Pathways Program:

6. Staffing and resource plan:

7. **Proposed term for implementation:**

8. **Dates of committee approvals:**

Department/Program	_____
College Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Appendix: Instructions on completing proposal for graduate Pathways program

This appendix offers instructions and guidance for developing certain required elements of the graduate Pathways program proposal.

1. Identification of program:

1.3. Degree program(s) into which Pathways program completers will matriculate including reference numbers: List the degree programs into which Pathways program completers may be admitted in good standing.

4. A Detailed Program Description, which will include

4.1. Proposed **admission standards** for the Pathways program. Admission standards must be quantifiable (i.e., meet certain GPA or test score thresholds, or specific course equivalencies), and should be supported (e.g., include benchmark institution data or other supporting research).

4.2. A proposed **curriculum** for the Pathways program. Courses in the proposed curriculum must be in the WKU catalog or proposed concurrently with the Pathways program proposal. The proposal should explain how the proposed Pathways program curriculum relates to subsequent degree-granting program(s). Programs may consider developing common Pathways curricula. Proposed curriculum must describe language training if applicable.

4.3 Proposed **completion/certification requirements** for the Pathways program that lay out what a student must achieve in order to be certified as having completed the Pathways successfully. Completion requirements must be quantifiable (e.g., achieve certain course grades/GPA in Pathways curriculum, pass a certain capstone or placement exam, achieve certain standardized test scores).

5. Assessment data and plans, including

5.1 Assessment of international pathways/conditional admit students in past six years (if applicable): The evaluation should answer the general question, “What accounts for international student successes and difficulties in the program?” and should include:

- An assessment of the academic performance of international students admitted to the program directly, without conditions;
- An assessment of the academic performance of international students admitted to the program and who did not meet all qualifications for direct admission, including students admitted via a Pathways (Navitas) program or conditionally admitted outside a Pathways;
- Quantitative and/or qualitative data to support the assessment.

5.2. Plan for ongoing assessment of Pathways Program that will include an explanation of qualitative and quantitative factors that will be used to measure the program’s success and a time frame for assessment and reporting.

6. A **staffing and resource plan** that explains in specific terms the faculty resources and advising/student support services will be devoted to the proposed Pathways program.



Graduate Council

Graduate Student Research

Agenda—November 9th, 2016

WAB 208

2:30 p.m.

New Business

A. 2:30 pm

Connor Rogers, Psychological Sciences (Dr. Andrew Mienaltowski)

Low and High Spatial Frequencies as Characteristics of Stimuli in Emotional Processing in Peripheral Vision

Requesting \$800.00

Awarded: **\$800.00**

B. 2:45 pm

Audrey Harper, Psychology (Dr. Lisa Duffin)

Predicting teachers' intentions to implement Literacy Standards using the Theory of Planned Behavior

Requesting \$2000.00

Awarded: **\$0**

Application Withdrawn

C. 3:00 pm

James Shelley, Geography and Geology (Dr. Jason Polk)

Predictive Hydrologic and Hazard Modeling of Injection Well Impacts on Urban Karst Aquifers

Requesting \$1,998.00

Awarded: **\$1,998.00**

D. 3:15 pm

Brittany Groh, Psychological Sciences (Dr. Andrew Mienaltowski)

Impact of Expressive Intensity and Stimulus Location on Emotion Detection

Requesting \$1,000.00

Awarded: **\$1,000.00**

E. 3:30 pm

Elizabeth Willenbrink, Geography and Geology (Dr. Leslie North) *Agriculture and Karst in Vietnam: A Case Study of Informal Education in Phong Nha-Ke Bang National Park, Vietnam.*

Requesting \$2,000.00

Awarded: **\$2,000.00**

- F. 3:45 pm
Rachel Burns, Communication Sciences and Disorders (Dr. Janice Smith)
Signing with Children with Down Syndrome
Requesting \$1,636.98
Awarded: **\$1,636.98**
- G. 4:00 pm
Manh Do, Computer Science (Dr. Michael Galloway)
Green Computer: Load balancing, Load consolidation and VM migration in cloud computing
Requesting \$1,651.99
Awarded: **\$1,651.99**
- H. 4:15 PM
Michael McClay, Psychological Sciences (Dr. Amy Brausch)
The Effect of Suicide Attempt Disclosure on Future Suicide Risk
Requesting \$500.00
Awarded: **\$500.00**
- I. 4:30 PM
Elizabeth McCrary, Psychological Sciences (Dr. Aaron Wichman)
Thoughts of a Loved One May Inhibit Health Risk Information Avoidance
Requesting \$1,093.99
Awarded: **\$1,093.99**
- J. 4:45 PM
Tucker Cambridge, Biology (Dr. Jarrett Johnson)
*Species Distribution and Genetic Diversity of the Trilling Chorus Frogs (*Pseudacris*) in Kentucky (2017)*
Requesting \$2,000.00
Awarded: **\$2,000.00**
- K. 5:00 PM
Dovletgeldi Seyitliyev, Physics and Astronomy (Dr. Ali Oguz Er)
Laser irradiated hydrogen production using different ranks of coals in distilled water
Requesting \$1,250.00
Awarded: **\$0**
Did not attend meeting.