

REPORT TO THE UNIVERSITY SENATE

DATE: December 2011

FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. Temporary Course

BIOL 457G Herpetology*

II. Create a Course

DPT 700 Orientation to Physical Therapy
DPT 702 Cultural and Rural Issues
DPT 705 Topics in Physical Therapy
DPT 711 Principles of Physical Assessment I
DPT 712 Principles of Physical Assessment II
DPT 713 Principles of Physical Assessment III
DPT 714 Fundamentals of Therapeutic Exercise
DPT 715 Patient Care Techniques
DPT 720 Gross Human Anatomy I
DPT 721 Gross Human Anatomy I Lab
DPT 722 Gross Human Anatomy II
DPT 723 Gross Human Anatomy II Lab
DPT 724 Pathophysiology
DPT 726 Orthopaedic Foundations
DPT 727 Health Promotion and Wellness
DPT 728 Clinical Exercise Physiology
DPT 729 Pharmacology
DPT 736 Neuroanatomy
DPT 737 Neurophysiology
DPT 738 Motor Control
DPT 740 Physical Modalities
DPT 742 Diagnostic Testing and Imaging
DPT 745 Wound Care
DPT 746 Orthopaedic Assessment
DPT 747 Women's Health in Physical Therapy
DPT 748 Prosthetics and Orthotics
DPT 751 Supervised Clinical Education I
DPT 752 Supervised Clinical Education II
DPT 753 Supervised Clinical Education III
DPT 754 Supervised Clinical Education IV
DPT 755 Supervised Clinical Education V
DPT 760 Professional Issues
DPT 762 Physical Therapy Management and Administration
DPT 770 Orthopaedic Rehabilitation
DPT 771 Neurological Rehabilitation
DPT 772 Cardiopulmonary Rehabilitation
DPT 774 Spine Assessment and Intervention
DPT 775 Differential Diagnosis
DPT 779 Physical Therapy Across the Lifespan
DPT 781 Research in Physical Therapy I
DPT 782 Research in Physical Therapy II
DPT 783 Research in Physical Therapy III
DPT 784 Research in Physical Therapy IV
DPT 785 Research in Physical Therapy V
DPT 790 Physical Therapy Seminar

PH 502 Health Promotion in the Workplace
EDLD 702 Educational Leadership Doctoral Program Orientation
EDLD 797 Dissertation Seminar
EDU 570 Educational Assessment for P-12 Learners
EDU 589 Advanced Internship for the MAT
HORT 426G Viticulture
PHIL 427G Philosophy of Law

III. Revise Course Prerequisites/Corequisites

MATH 501 Introduction to Probability and Statistics I
MATH 503 Introduction to Analysis
MATH 504 Computer Applications to Problems in Mathematics
MATH 511 Secondary Mathematics from an Advanced Perspective I
MATH 512 Secondary Mathematics from an Advanced Perspective II
SWRK 501 Cultural Competency in social Work Practice
SWRK 510 Human Behavior in the Social Environment
SWRK 520 Generalist Social Worker Practice
SWRK 522 Group Dynamics in Social Work Practice
SWRK 530 Foundations of Social Welfare Policy
SWRK 540 Foundations of Social Work Research Methods
SWRK 560 Foundation Field Practicum I
SWRK 561 Foundation Field Practicum II
SWRK 610 Social Work Administration and Supervision
SWRK 620 Advanced Psycho-Social Approaches for Rural Practice
SWRK 622 Integrated Social Work Practice with Families
SWRK 623 Social Work Clinical Assessment and Intervention
SWRK 630 Rural Social Welfare Policy
SWRK 640 Applied Social Work Research
SWRK 660 Advanced Field Practicum I
SWRK 661 Advanced Field Practicum II
SWRK 671 Social Work and the Law
SWRK 673 Grief and Loss: Issues and Interventions
SWRK 675 Expressive Therapies in Social Work Practice

V. Delete a Course

MUS 559 Graduate Recital

VI. Multiple Revisions to a Course

MUS 511 Investigations of Music Education

VII. Create a Program

Doctor of Physical Therapy

VIII. Revise a Program

Master of Social Work (MSW), Ref.#157
Doctor of Education (EdD) Educational Leadership, Ref. #0010
MAE Elementary Education for Teacher Leaders, Ref. #0433
MAE Middle Grades Education for Teacher Leaders, Ref.#0434
MAE Secondary Education for Teacher Leaders, Ref. #0435
Non-degree Planned Fifth Year/Rank II in Elementary Education for Teacher Leaders, Ref.#0430
Non-degree Planned Fifth Year/Rank II in MGE Teacher Leader, Ref. #0431
Non-degree Planned Fifth Year/Rank II in SEC Teacher Leader, Ref. #0432
Master of Science in Computer Science, Ref. #117

X. Clarification of Certification Codes

Teacher Education Graduate Programs*

XI. Revise an Academic Policy

Certificate Programs

**Ogden College of Science and Engineering
Department of Biology
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Jarrett Johnson, jarrett.johnson@wku.edu, 745-6032

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: BIOL 457G
- 1.2 Course title: Herpetology
- 1.3 Abbreviated course title: Herpetology
- 1.4 Credit hours: 4
- 1.5 Schedule type: C
- 1.6 Prerequisites: Graduate standing
- 1.7 Course description: The diversity, biology, and conservation of reptiles and amphibians.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
Dr. Johnson is a relatively new faculty member (second year) in the Biology Department and wishes to offer this course as soon as feasible. Recent alterations in his teaching load have provided the opportunity to teach this course in the spring 2012 semester. This course is intended to be later developed as a new, regular offering.
- 2.2 Relationship of the proposed course to courses offered in other academic units: The Biology Department regularly offer two graduate courses that cover two of the other major vertebrate groups (BIOL 456G Ichthyology, and BIOL 459G Mammalogy). The proposed course covers the remaining two groups: reptiles and amphibians. The proposed course would complement the other courses well, and provide students with the opportunity to expand their education of vertebrate ecology, evolution, and diversity. It is common for comprehensive and research institutions to offer Herpetology. This course was taught at WKU through the 1970's and more recently as a BIOL 475 offering during summer 2008, 2009, and 2010. GEOL 405G (Paleontology) provides a comprehensive overview of the nature of the fossil record with particular emphasis on invertebrates. The proposed course begins with an overview of the evolution of the vertebrates (fish, amphibians, mammals, reptiles, and birds).

3. Description of proposed course

- 3.1 Course content outline:
Lecture
 - Introduction to Herpetology
 - Concepts in Systematics and Evolution of Tetrapods
 - Evolution of Amniotes and Major Features of Living Amphibians
 - Amphibian Diversity
 - Major Features of Living Reptiles and Reptile Diversity
 - Problems in Phylogeny
 - Life Histories
 - Reproduction and Mating Systems
 - Osmoregulation and Thermoregulation
 - Locomotion, Orientation and Movement
 - Communication and Foraging Ecology
 - Defense
 - Population Ecology and Phylogeography
 - Conservation of Amphibians and Reptiles
Lab
 - Salamander Diversity

- Salamanders of Kentucky
- Frog Diversity
- Frogs of Kentucky
- Amphibian Field Trip
- Turtle Diversity
- Turtles of Kentucky
- Lizard Diversity
- Lizards of Kentucky
- Snake Diversity
- Snakes of Kentucky
- Reptile Field Trip

3.2 Tentative text(s):

- Herpetology by Vitt and Caldwell (2008, 3rd Edition), and
- A Field Guide to Reptiles & Amphibians of Eastern & Central North America by Conant and Collins (1998, 3rd Edition)

4. Term of Implementation: Spring 2012

5. Dates of review/approvals:

Biology Department Head: _____ 9/28/11 _____

Ogden College Dean: _____ 10/18/11 _____

Provost: _____ 10/27/11 _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 700 |
| 1.2 Course title: | Orientation to Physical Therapy |
| 1.3 Abbreviated course title: | Orientation to PT |
| 1.4 Credit hours: | 1 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Provide the student with an orientation to the physical therapy profession including specific clinical education policies and procedures and clinical placement. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. Section 2 of CAPTE's evaluative criteria requires that the curriculum plan include curriculum content specific to following:

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics).

This orientation course will introduce students to the physical therapy profession, including Physical Therapy professional organizations, Code of Ethics and Legal concepts, and Clinical Education requirements.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department. Undergraduate courses are offered to help introduce students to the professions of dental hygiene (DH 100 Introduction to Dental Hygiene) and paramedicine (AH 101 Introduction to Paramedicine).

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. EDLD 700 Orientation to Doctoral Studies and Professional Development and NURS 601 Orientation to Doctor of Nursing Practice are courses providing an introduction to programs in educational leadership and nursing, respectively. These courses are designed for students in those doctoral programs; whereas, DPT 700 information is designed to introduce DPT students to the physical therapy profession and program procedures.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 699 Orientation to Clinical Education |
| • University of Kentucky: | PT 834 Intro to PT and Bioethics |
| • Missouri State University: | PTE 610 Introduction to Physical Therapy |
| • Belmont University: | PHT 5010 Professional and Clinical Issues |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain the relationships between the APTA's Code of Ethics and expected professional conduct as a student and practitioner.
- Explain the importance of adhering to legal practice standards and institutional regulations regarding patient referral to appropriate professionals.
- Explain the benefits associated with National, Regional, and Specialty memberships.
- Explain the clinical education policies, procedures, and requirements as it relates to physical therapy education at WKU.
- Formulate concepts of teaching and learning in a didactic setting.

3.2 Content outline:

- History of Physical Therapy
- Professional Organization, Sections, & Specializations
- Ethical and Legal aspects of Healthcare
- Physical Therapy Clinical Education
- Acquisition of Information (Library, Internet, Database)

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Project
- Final Exam
- Participation/Attendance

Required Texts

- #### 4. Resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

5. Budget implications:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.4 Laboratory materials needed: None

7. Dates of prior committee approvals:

University Senate

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**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 702 |
| 1.2 Course title: | Cultural and Rural Issues |
| 1.3 Abbreviated course title: | Cultural and Rural Issues |
| 1.4 Credit hours: | 1 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | The unique needs of rural populations are addressed, as are the implications of individual and cultural differences in physical therapy. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. Section 2 of CAPTE's evaluative criteria requires that the curriculum plan include curriculum content specific to following:

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics).

This course will provide students with an understanding of the personal beliefs and values of individuals coming from different cultures or geographical backgrounds.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any courses with similar content offered from the physical therapy doctoral perspective. COMM 463G Intercultural Communication includes content on communication theory and communication between cultures. COMM 565 Communication and Conflict addresses some aspects of intercultural communication specific to conflict. SWRK 501 Cultural Competency in Social Work Practice includes content to assist social work students in providing discipline-oriented interventions across cultures, including in rural settings. Other courses in the department of Social Work (SWRK 523 Rural Community Organization and Development, SWRK 612 Social Work in Diverse Rural Areas, SWRK 620 Advanced Psycho-Social Approaches for Rural Practice, SWRK 623 Social Work Clinical Assessment and Intervention, and SWRK 630 Rural Social Welfare Policy) address issues of rurality within social work practice and social work interventions. AGRI 450G/NURS 450G/PH450G Rural Health and Safety addresses health and safety issues unique to rural populations from an interdisciplinary approach. GEOG 488G Rural Planning focuses on principles of rural planning, and PS 543 Politics/Administration/Rural Communities presents a study of the institutions, processes, and issues connected to local governments and rural communities. SOCL 545 Rural Poverty includes content on nature and scope of poverty in rural areas. EDFN Foundations of Rural Educational Policy focuses on educational policy in rural social systems. HCA 556 Ambulatory Care Preparedness and Leadership explores operational management techniques related to outpatient settings, with a focus on rural areas. DPT 702 has a focus on the cultural and rural concerns related to physical therapy interaction strategies and treatment plans. A variety of other graduate courses are offered with some cultural element addressed; however, these courses do not include physical therapy interventions.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: None
- University of Kentucky: None
- Missouri State University: None
- Belmont University: None

Implications

PHT 5230 Psycho-Social-Cultural in Human Development

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Compare and contrast the differences between treatment plans suitable for rural physical therapy in comparison to urban-based physical therapy.
- Discuss reimbursement and staffing issues in rural health.
- Discuss the networking systems and rural health agencies available on the Federal and State level.
- Discuss cultural differences and considerations for various treatment populations.
- Analyze personal value systems related to individuals, cultures, religions, gender, and age differences and the ramifications for physical therapy.

- Demonstrate communication and interaction strategies with sensitivity to health, cultural, religious, gender, and age differences.

3.2 Content outline:

- Treatment plans impacting Rural PT services
- Reimbursement and staffing issues associated with Rural settings
- Awareness of Cultural variations
- Communication strategies in culturally diverse and rural setting

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Project
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 705 |
| 1.2 Course title: | Topics in Physical Therapy |
| 1.3 Abbreviated course title: | Topics in Physical Therapy |
| 1.4 Credit hours: | 1 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Forum to disseminate information to students on contemporary professional issues in physical therapy. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics).

This course will further explore current professional issues impacting the profession and healthcare delivery.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any courses with similar content offered from the physical therapy perspective. Some programs in other departments offer courses in which students may investigate current professional issues within the disciplines; such courses include NURS 712 Evidenced-Based Practice, PSY 424G Topics in Developmental Psychology, IECE 525 Special Topics in Interdisciplinary Early

Childhood Education, and CD 510 Seminar in Professional Issues. BIOL 490G Plants as Alternative Therapeutics focuses on the pharmacological implications of phytochemicals. DPT 705 is specific to contemporary issues in physical therapy and includes a component on alternative and complementary therapies.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 765 Special Topics in Physical Therapy |
| • University of Kentucky: | None |
| • Missouri State University: | PTE 612 Professional Issues II |
| • Belmont University: | PHT 5140 Profession and Clinical Issues |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Discuss the various roles and responsibilities of the physical therapist in current clinical practice.
- Explain the importance of remaining current on topics regarding the delivery of any physical therapy service.
- Apply principles of evidence-based practice to evaluate potential usefulness of alternative and complementary approaches in clinical practice of physical therapy.
- Apply principles of evidence-based practice to evaluate potential usefulness of current literature in physical therapy clinical practice.

3.2 Content outline:

- Current Issues impacting physical therapy practice
- Alternative and Complementary therapies
- Guest speakers to supplement Orthopaedic and Neurological Rehab
- Miscellaneous topics in physical therapy

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Participation/Attendance
- Group Project
- Paper

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 711 |
| 1.2 Course title: | Principles of Physical Assessment I |
| 1.3 Abbreviated course title: | Physical Assessment I |
| 1.4 Credit hours: | 1 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Introduction to basic patient assessment skills, including surface palpation and vital signs. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This combination lecture/lab course will prepare students in their manual physical assessment skills. Emphasis will be placed on accuracy of examination techniques, the ability to interpret test results, and the organized manner in which an examination is performed.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 524 Basic Patient Management |
| • University of Kentucky: | PT 814 Foundational Skills |
| • Missouri State University: | PTE 612 Biomechanics/Kinesiology |
| • Belmont University: | PHT 5010 Kinesiology/Biomechanics |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Develop good patient rapport through professional appearance, appropriate touch, and communication.
- Demonstrate accurate surface palpation of skin, bone, joint, muscle, pulses.
- Demonstrate accurate assessment of heart rate and blood pressure.

3.2 Content outline:

- Develop professional behaviors with emphasis on communication skills
- Regional approach to Palpation skills
- Vital sign assessment

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Regional Practical Exams
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Biel, A. (2010). *Trail Guide to the Body* (4th ed.). Books of Discovery. Boulder, CO. ISBN: 978-0982663400.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Anatomical Models, Blood Pressure Cuffs, Stethoscopes

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

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Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 712 |
| 1.2 Course title: | Principles of Physical Assessment II |
| 1.3 Abbreviated course title: | Physical Assessment II |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Additional patient assessment skills, including manual muscle testing, reflex testing, sensory testing, and abdominal quadrant screening. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This combination lecture/lab course will prepare students in their manual physical assessment skills, specifically manual muscle testing, reflex and sensory testing, and abdominal screening. Emphasis will be placed on accuracy of examination techniques, the ability to interpret test results, and the organized manner in which an examination is performed.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 560 Principles and Techniques of Musculoskeletal Examination
- University of Kentucky: PT 815 Basic Clinical Skills
- Missouri State University: PTE 623 Patient Management: Musculoskeletal I
- Belmont University: **PHT 5010 Kinesiology/Biomechanics**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Develop good patient rapport through professional appearance, appropriate touch, and communication.
- Demonstrate accurate Manual Muscle Testing techniques to all regions of the body.
- Discuss the reliability and validity of Manual Muscle Testing.
- Demonstrate accurate Reflex Testing techniques.
- Demonstrate accurate Sensory Testing techniques.
- Demonstrate accurate Abdominal Quadrant Screening techniques.

3.2 Content outline:

- Develop professional behaviors with emphasis on communication skills
- Regional approach to Manual Muscle Testing
- Reflex Testing
- Sensory Testing
- Abdominal Quadrant Screening

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Regional Practical Exams
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Reese, N.B. (2005). *Muscle and Sensory Testing*, (2nd ed.). WB Saunders, Philadelphia, PA. ISBN: 978-0721603377.
- Bickley, L.S. (2008). *Bates' Guide to Physical Examination and History Taking* (10th ed.). Lippincott Williams & Wilkins. ISBN: 978-0781780582.

- Hislop, H.J. & Montgomery, J. (2007). *Daniels and Worthingham's Muscle Testing: Techniques of Manual Examination*, (8th ed.). Evolve (Saunders Imprint). ISBN: 978-1-4160-2350-0.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Anatomical Models, Reflex Hammer, Sensory Monofilaments Stethoscope

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 713 |
| 1.2 Course title: | Principles of Physical Assessment III |
| 1.3 Abbreviated course title: | Physical Assessment III |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Additional patient assessment skills, including goniometry, posture, anthropometric measures, with an introduction to patient history and documentation in SOAP note format. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This combination lecture/lab course will prepare students to accurately complete goniometry, muscle length, and anthropometric measurements, and introduce them to postural assessment. Additionally, students will be instructed in obtaining a subjective patient history as well as learning SOAP note documentation.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 560 Principles and Techniques of Musculoskeletal Examination
- University of Kentucky: PT 815 Basic Clinical Skills
- Missouri State University: PTE 623 Patient Management: Musculoskeletal I
- Belmont University: **PHT 5010 Kinesiology/Biomechanics**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Develop good patient rapport through professional appearance, appropriate touch, and communication.
- Demonstrate accurate Goniometric and Muscle Length measurement techniques to all regions of the body.
- Discuss the reliability and validity of Goniometry.
- Demonstrate the ability to obtain Anthropometric measurements to determine height, weight, length, girth, edema, and BMI.
- Perform an accurate Posture evaluation and effectively document results.
- Write an initial evaluation in SOAP note format, including appropriate short term and long term goals with timeframes.

3.2 Content outline:

- Develop professional behaviors with emphasis on communication skills
- Regional approach to Goniometric and Muscle Length measurements
- Anthropometric measurement
- Postural Assessment
- SOAP note document

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- SOAP note Documentation
- Regional Practical Exams
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Reese, N.B. & Bandy, W.D. (2009). *Joint Range of Motion and Muscle Length Testing* (2nd ed.). W.B. Saunders, Philadelphia, PA. ISBN: 978-1416058847.
- Kettenbach, G. (2009). *Writing Patient/Client Notes: Ensuring Accuracy in Documentation*, (4th ed.). F.A. Davis, ISBN: 978-0803618787.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Anatomical Models, Goniometers, Inclonometers, Tape Measures

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 714 |
| 1.2 Course title: | Fundamentals of Therapeutic Exercise |
| 1.3 Abbreviated course title: | Therapeutic Exercise |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | A theoretical and practical approach to therapeutic exercise and functional training as it applies to all populations. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course will prepare students to understand and apply therapeutic exercises principles in a clinical setting.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. PE 504 Advanced Exercise Physiology centers on the physiological aspects of exercise. PE 522 Advanced Exercise Prescription

includes selected organ system physiology and pathophysiology, measuring physiologic parameters, and the use of exercise in disease treatment and diagnosis. DPT 714 includes some components of physiological effects of exercise however is focused on planning exercise programs for a broad scope of patients and demonstrating effective patient education in the practice of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 524 Basic Patient Management |
| • University of Kentucky: | PT 856 Therapeutic Exercise |
| • Missouri State University: | PTE Patient Management: Musculoskeletal II |
| • Belmont University: | PHT 540 Therapeutic Exercise |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Plan and implement an effective exercise program and determine the rationale for its use.
- Demonstrate a basic knowledge of exercise principles, including physiological effects, progression, and the importance of proper mechanics and technique.
- Develop exercise programs that specifically address the needs of the patient in a timely, cost-effective fashion.
- Identify occupational, recreational or sport specific needs of the patient and develop exercise programs to address identified needs.
- Plan for patient discharge, considering available resources for program maintenance and progression, including written home exercise program.
- Demonstrate effective instruction and education as it applies to exercise prescription.

3.2 Content outline:

- Theoretical Constructs of Exercise
- The Effects of Exercise on Body
- Musculoskeletal Strength, Power, Endurance, and Flexibility Training
- Exercise Prescription

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Instructional Technique
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Kisner, C., & Colby, L. (2007). *Therapeutic Exercise: Foundations and Techniques* (4th ed.). Philadelphia: F.A. Davis. ISBN: 978-0803615847.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Theraband, cuff weights, dumbbells and other resistive equipment

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 715 |
| 1.2 Course title: | Patient Care Techniques |
| 1.3 Abbreviated course title: | Patient Care Techniques |
| 1.4 Credit hours: | 3 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Performance and application of positioning skills, bed mobility, transfers, and gait training techniques (including assistive devices) across the continuum of care. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists". More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare students to assess and instruct patients in positioning, bed mobility, transfers, and gait training.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Some courses offered in the nursing department (NURS 546 Primary Care of the Infant, Child, and Adolescent; NURS 547

Primary Care of the Infant, Child, and Adolescent Clinical; NURS 548 Primary Care of the Adult; and NURS 549 Primary Care of the Adult Clinical) address the clinical and primary care of patients; however, these courses address the role of the nurse as the primary care practitioner.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 524 Basic Patient Management |
| • University of Kentucky: | PT 814 Foundational Skills |
| • Missouri State University: | PTE 610 Introduction to Physical Therapy |
| • Belmont University: | PHT 5040 Therapeutic Exercise |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Exhibit proper body mechanics of self and patient during lifting, moving, bed mobility, transferring, and gait training.
- Distinguish among various lines and tubes (i.e.: nasogastric, or gastric, catheter), stomas (i.e. Iliostomy, colostomy) and respiratory/ventilation equipment.
- Demonstrate proper bed positioning in the supine, sidelying and prone positions to prevent contractures and demonstrate assisted turning techniques from one position to another.
- Examine potential risk factors leading to skin breakdown and select an appropriate method of prevention.
- Proper instruction in bed mobility, transfers, gait, and W/C mobility.
- Select and properly fit an ambulation aid and describe criteria for progression to another device.

3.2 Content outline:

- Body Mechanics during patient care
- Care of the patient in Acute Care/ICU
- Positioning, Bed Mobility, Transfers, Gait Training
- Indications and Management of Assistive Device Use
- Universal Precautions

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Practical Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Pierson F.M. & Fairchild, S.L. (2002). *Principles and Techniques of Patient Care* (4th ed.). W.B. Saunders Company. Philadelphia, PA. ISBN: 978-0721693798.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: Latex Gloves

5.4 Laboratory materials needed: Wheelchairs, Walkers, Canes, Crutches, Stairs, Ramps, Hospital Bed, Mat tables

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy ___ Sept. 30, 2011 ___

CHHS Graduate Curriculum Committee ___ 10-18-11 ___

Graduate Council ___ November 10, 2011 ___

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|---|
| 1.1 Course prefix and number: | DPT 720 |
| 1.2 Course title: | Gross Human Anatomy I |
| 1.3 Abbreviated course title: | Gross Human Anatomy I |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites | Open only to DPT students in good standing |
| Co-requisites: | DPT 721 |
| 1.7 Course catalog listing: | The study of gross human anatomy, including muscle, tendon, ligament, and vascular supply of the upper and lower extremities. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This course will provide students with an understanding of the structure and function of the extremities of the human body.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. BIOL 579 Mechanistic Toxicology examines the

interaction of toxic substances with living organisms; includes integration of the aspects of anatomy and physiology, biochemistry, ecology, and health; and includes adverse effects on target organs. PSY 580 Advanced Physiological Psychology has a focus on the anatomy of the nervous system and relationships with psychological functioning. CD 484G addresses the structures and functions comprising the speech and hearing mechanism. DPT 720 does not have a primarily toxicology approach and has extensive investigation of the muscles, tendons, ligaments and vasculature of the upper and lower extremities, to include neurological innervations.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 532 Applied Clinical Anatomy |
| • University of Kentucky: | ANA 811 Human Gross Anatomy |
| • Missouri State University: | PTE 607 Medical Human Anatomy |
| • Belmont University: | PHT 5100 Human Anatomy |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain anatomical relationships using appropriate terminology during class, laboratory and exams.
- Identify and explain the significance of the skeletal system including bone nomenclature, location, characteristic features, and relationships to each other.
- Identify the muscles of the upper and lower extremities, including origin, insertion, action, innervation and blood supply.
- Identify and explain joint morphology, classification and supportive structures including ligament, cartilage and bursa.
- Combine muscular action with neurological innervation to determine neuromuscular deficits when given specific case studies.
- Compare and contrast straight plain muscular actions with actions of muscles found during functional mobility.

3.2 Content outline:

- Muscle origin, insertion, action
- Muscle nerve and blood supply
- Skeletal system structure and function
- Connective Tissue

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam

- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Moore K. & Dalley A.F. (2009). *Clinically Oriented Anatomy with CD* (6th ed.). Lippincott, Williams & Wilkins, Baltimore, MD.
- Netter F. (2006). *Atlas of Human Anatomy* (4th ed.). Saunders Co.

Recommended Readings

Anatomy TV, Primal Pictures Ltd. Online: www.anatomy.tv/

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Anatomical Models

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council __November 10, 2011__

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|--|
| 1.1 Course prefix and number: | DPT 721 |
| 1.2 Course title: | Gross Human Anatomy I Lab |
| 1.3 Abbreviated course title: | Gross Human Anatomy I Lab |
| 1.4 Credit hours: | 1 |
| 1.5 Type of course: | Lab |
| 1.6 Prerequisites | Open only to DPT students in good standing |
| Co-requisites: | DPT 720 |
| 1.7 Course catalog listing: | |
- Gross human anatomy cadaver lab with supervised dissection and exploration of muscle, tendon, ligament, and nerve innervation of the upper and lower extremities.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This lab course will provide students with a hands-on learning experience emphasizing 3 dimensional location and identification of structures of the extremities.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. BIOL 579 Mechanistic Toxicology examines the interaction of toxic substances with living organisms; includes integration of the aspects of anatomy and physiology, biochemistry, ecology, and health; and includes adverse effects on target organs. PSY 580 Advanced Physiological Psychology has a focus on the anatomy of the nervous system and relationships with psychological functioning. CD 484G addresses the structures and functions comprising the speech and hearing mechanism. DPT 721 does not have a primarily toxicology approach and has extensive investigation of the muscles, tendons, ligaments and vasculature of the upper and lower extremities, to include neurological innervations.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 613 Dissection Laboratory in Human Anatomy
- University of Kentucky: ANA 811 Human Gross Anatomy
- Missouri State University: PTE 607 Medical Human Anatomy
- Belmont University: **PHT 5100 Human Anatomy**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Demonstrate appropriate behavior and respect during the use of the human cadaver.
- Explain anatomical relationships using anatomical terminology during class, laboratory and on exams.
- Identify skeletal system characteristics, landmarks, and locations.
- Identify muscles of the upper and lower extremities, including origin, insertion, innervation, and blood supply.
- Identify, compare, and contrast epithelial, connective, and nervous tissue.

3.2 Content outline:

- Principles of cadaver dissection
- Muscle origin, insertion, action
- Muscle nerve and blood supply
- Joint structure and function
- Skeletal system
- Connective Tissue

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Laboratory Practical Quizzes
- Laboratory Practical Exams
- Laboratory Final Exam

- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Tank, P.W. (2008). *Grant's Dissector* (14th ed.). Lippincott, Williams, & Wilkins, Baltimore, MD. ISBN: 978-0781774314

Recommended Readings

Netter F. (2006). *Atlas of Human Anatomy* (4th ed.). Saunders Co.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Biohazard Waste Removal Cadavers (may not have initially)

5.3 Expendable materials needed: Latex Gloves

5.4 Laboratory materials needed: Anatomical Models

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 722
- 1.2 Course title:** Gross Human Anatomy II
- 1.3 Abbreviated course title:** Gross Human Anatomy II
- 1.4 Credit hours:** 2
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites:** Open only to DPT students in good standing
- Co-requisites:** DPT 723
- 1.7 Course catalog listing:**
The study of gross human anatomy, including muscle, tendon, ligament, innervation and vascular supply of the head, neck, trunk, pelvic, thoracic, and abdominal regions.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This course will provide students with an understanding of the structure and function of the head, neck, trunk, and abdominal areas.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. BIOL 579 Mechanistic Toxicology examines the interaction of toxic substances with living organisms; includes integration of the aspects of anatomy and physiology, biochemistry, ecology, and health; and includes adverse effects on target organs. PSY 580 Advanced Physiological Psychology has a focus on the anatomy of the nervous system and relationships with psychological functioning. CD 484G addresses the structures and functions comprising the speech and hearing mechanism. DPT 722 does not have a primary toxicological approach and has investigation of the muscles, tendons and ligaments, and the innervation and vascular supply of the head, neck, trunk, pelvic, thoracic, and abdominal regions.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 532 **Applied Clinical Anatomy**
- University of Kentucky: ANA 811 Human Gross Anatomy
- Missouri State University: PTE 607 Medical Human Anatomy
- Belmont University: **PHT 5100 Human Anatomy**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain anatomical relationships using appropriate terminology during class, laboratory, and exams.
- Identify and explain the significance of the skeletal system including bone nomenclature, location, characteristic features, and relationships to each other.
- Identify the muscles of the head, neck and trunk including origin, insertion, action, innervation and blood supply.
- Identify the vascular and neural supply to organs and structures of the abdomen, pelvic, and thoracic regions.
- Identify and explain joint morphology, classification and supportive structures including ligament, cartilage and bursa.
- Compare and contrast straight plain muscular actions with actions of muscles found during functional mobility.

3.2 Content outline:

- Muscle origin, insertion, action
- Muscle nerve and blood supply
- Abdomen, Pelvic, and Thoracic structure and function
- Basic Histology
- Skeletal system structure and function
- Connective Tissue

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Moore K. & Dalley A.F. (2009). *Clinically Oriented Anatomy with CD* (6th ed.). Lippincott, Williams & Wilkins, Baltimore, MD.
- Netter F. (2006). *Atlas of Human Anatomy* (4th ed.). Saunders Co.

Recommended Readings

- Anatomy TV, Primal Pictures Ltd. Online: www.anatomy.tv/

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Anatomical Models

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|--|
| 1.1 Course prefix and number: | DPT 723 |
| 1.2 Course title: | Gross Human Anatomy II Lab |
| 1.3 Abbreviated course title: | Gross Human Anatomy II Lab |
| 1.4 Credit hours: | 1 |
| 1.5 Type of course: | Lab |
| 1.6 Prerequisites | Open only to DPT students in good standing |
| Co-requisites: | DPT 722 |
| 1.7 Course catalog listing: | Gross human anatomy cadaver lab with dissection of muscle, tendon, ligament, innervation, and vascular supply of head, neck, trunk, pelvic, thoracic, and abdominal regions. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This lab course will provide students with a hands-on learning experience emphasizing 3 dimensional location and identification of axial, thoracic, and abdominal structures.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. . BIOL 579 Mechanistic Toxicology examines the interaction of toxic substances with living organisms; includes integration of the aspects of anatomy and physiology, biochemistry, ecology, and health; and includes adverse effects on target organs. PSY 580 Advanced Physiological Psychology has a focus on the anatomy of the nervous system and relationships with psychological functioning. CD 484G addresses the structures and functions comprising the speech and hearing mechanism. DPT 723 does not have a primary toxicological approach and has investigation of the muscles, tendons and ligaments, and the innervation and vascular supply of the head, neck, trunk, pelvic, thoracic, and abdominal regions.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 613 Dissection Laboratory in Human Anatomy
- University of Kentucky: ANA 811 Human Gross Anatomy
- Missouri State University: PTE 607 Medical Human Anatomy
- Belmont University: **PHT 5100 Human Anatomy**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Demonstrate appropriate behavior and respect during the use of the human cadaver.
- Explain anatomical relationships using anatomical terminology during class, laboratory and on exams.
- Identify skeletal system characteristics, landmarks, and locations.
- Identify muscles, organs, nerves, and vascular supply of the head, neck, trunk, pelvic, thoracic, and abdominal regions.
- Identify the components of the Brachial and Lumbosacral Plexi.

3.2 Content outline:

- Principles of cadaver dissection
- Muscle origin, insertion, action
- Muscle and organ nerve and blood supply
- Cranial Nerve, Brachial and Lumbosacral Plexi
- Skeletal system structure and function
- Connective Tissue

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Laboratory Practical Quizzes

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 724
- 1.2 Course title:** Pathophysiology
- 1.3 Abbreviated course title:** Pathophysiology
- 1.4 Credit hours:** 4
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites/co-requisites:** Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Fundamentals of physiology and pathology related to diseases causing abnormal movement patterns or capabilities. Processes and diseases most frequently encountered in physical therapy practice emphasized.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists).

This course will provide students with the background to understand the physiological basis of human body pathology.

- 2.2 Projected enrollment in the proposed course:** 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. PE 522 Advanced Exercise Prescription includes some components of pathophysiology for selected organ systems. NURS 500

Advanced Pathophysiology includes disease pathophysiology as a foundation for clinical practice in nursing. DPT 724 presents disease state pathologies and focuses on the physical therapy treatment for disease states.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|---|
| • Bellarmine University: | PT 635 Differential Diagnosis and Management of Patient Problems |
| • University of Kentucky: | PT 854 Pathology and Clinical Application |
| • Missouri State University: | PTE 631 Pathophys/Differential Diagnosis I PTE 641 Pathophys/Differential Diagnosis II |
| • Belmont University: | PHT 5110 Pathophysiology I PHT 5330 Pathophysiology II |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Compare and contrast the signs and symptoms that distinguish/differentiate common diagnoses.
- Discuss terms used to analyze relationships between disease and populations for common pathological conditions.
- Discuss the factors that accelerate or interfere with tissue repair, remodeling, and regeneration.
- Compare and contrast the effects of comorbidities and drug interaction on tissue healing.
- Discuss the pathology of and physical therapy treatment for common disorders in these systems: circulatory, endocrine, gastrointestinal, genitourinary, integumentary, metabolic, muscular, nervous, respiratory, and skeletal.

3.2 Content outline:

- Cardinal signs and symptoms of inflammation
- Systemic consequences of immobility
- Common pathological conditions involving:
 - circulatory, endocrine, gastrointestinal, genitourinary, integumentary, metabolic, muscular, nervous, respiratory, and skeletal.
- Common Physical Therapy treatment for:
 - circulatory, endocrine, gastrointestinal, genitourinary, integumentary, metabolic, muscular, nervous, respiratory, and skeletal disorders.

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Goodman C.C., Fuller K.S., Boissonnault W.G. (2003). *Pathology: Implications for the Physical Therapist* (3rd ed.). Saunders. ISBN 978-1416031185.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 726 |
| 1.2 Course title: | Orthopaedic Foundations |
| 1.3 Abbreviated course title: | Orthopaedic Foundations |
| 1.4 Credit hours: | 3 credit hours |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Principles of orthopaedic physical therapy including biomechanics, applied anatomy, and osteokinematic and arthrokinematic concepts. Musculoskeletal system investigation from histological, structural, and functional perspectives. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. Section 2 of CAPTE's evaluative criteria requires that the curriculum plan include curriculum content specific to following:

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology.

This foundational course will prepare students to understand basic biomechanical and orthopaedic principles as it applies to human movement.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. PE 524 Applied Biomechanics includes study of the mechanical, neuromuscular, and anatomical bases of human movement. DPT 726 presents biomechanical and muscular foundations for normal movement, while also providing a particular focus on the injury and healing process of bone, cartilage, and connective tissue; applications to joint dysfunctions are also presented.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 540 Functional Anatomy
- University of Kentucky: PT 805 Normal Functional Anatomy
- Missouri State University: PTE 612 Biomechanics & Kinesiology
- Belmont University: **PHT 5010 Kinesiology/Biomechanics**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Use appropriate biomechanical and anatomical terminology when discussing human movement.
- Discuss the muscular and connective tissue basis for normal and pathological movement.
- Discuss the basic physiological basis behind the injury and healing processes of bone, articular cartilage, and connective tissue to trauma.
- Analyze the basic components of posture and normal gait analysis and the interaction of the knee, ankle, and foot as they relate to human gait, posture, and function.
- Apply knowledge of the convex/concave law to the extremity joints for given joint dysfunctions.

3.2 Content outline:

- Regional approach to Joint Biomechanics
- Joint Arthrology
- Arthokinematics and Osteokinematics
- Musculoskeletal components of Human movement
- Normal Posture and Gait

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Unit Exams
- Quizzes
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Neumann, D.A. (2010). *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation* (2nd ed.). Mosby, St. Louis, MO. ISBN: 978-0323039895.

Recommended Readings

- Hertling, D. & Kessler, R.M. (2005). *Management of Common Musculoskeletal Injuries* (4th ed.). Lippincott, Williams, & Wilkins, Philadelphia, PA. ISBN: 978-0781736268.
- Levangie, P.K. & Norkin, C.C. (2005). *Joint Structure and Function: A Comprehensive Analysis* (4th ed.). F.A. Davis Co., Philadelphia, PA. ISBN: 978-0803611917.
- Hoppenfeld, S. (1976). *Physical Examination of the Spine and Extremities*, Prentice Hall, New York, NY. ISBN: 978-0838578537.
- Placzek J.D. & Boyce D.A. (2006). *Orthopaedic Physical Therapy Secrets*, (2nd ed.). Hanley & Belfus, Philadelphia, PA. ISBN: 978-1560537083

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Anatomical models

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 727
- 1.2 Course title:** Health Promotion and Wellness in Physical Therapy
- 1.3 Abbreviated course title:** Health Promotion & Wellness/PT
- 1.4 Credit hours:** 2
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites/co-requisites:** Open only to DPT students in good standing
- 1.7 Course catalog listing:**
This course will create a forum to prepare students for clinical competencies regarding health promotion/wellness as it relates to physical therapy.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics),

This course will prepare students to educate and instruct individuals in health promotion and wellness programs.

- 2.2 Projected enrollment in the proposed course:** 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. PH 402G Worksite Health Promotion offers information including skills for comprehensive health promotion, program

planning, and education techniques. PH 575 Health Education/Promotion Program Planning addresses the public health education program planning and evaluation processes. DPT 727 presents the concepts of health promotion and wellness as they relate to the physical therapy discipline, such as home exercise programs, the role of the physical therapist within health promotion, and related community resources.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: **PT 570 Human Performance and Health Promotion I**
- University of Kentucky: PT 770 Public Health & Wellness Issues
- Missouri State University: PTE 664 Patient Management: Exercise Physiology, Nutrition, & Wellness
- Belmont University: **PHT 5340 Health and Wellness**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Discuss variables influencing personal health and wellness.
- Describe community health needs and resources in selected communities.
- Define the role of the physical therapist in health promotion and wellness.
- Utilize selected behavior change theories in the development of a health promotion program or home exercise program.
- Evaluate outcomes of planned health promotion and wellness interventions.

3.2 Content outline:

- Health promotion and wellness programs
- Adherence and compliance factors
- Community needs and resources
- Behavior change theories
- Physical Therapy involvement in above

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Projects
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Marcus B.H. & Forsyth L.H. (2002). *Motivating People to be Physically Active*. Human Kinetics, Champaign, IL. ISBN: 978-0736040648.

4. **Resources:**
 - 4.1 **Library resources:**

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.
 - 4.2 **Computer resources:** None Required
5. **Budget implications:**
 - 5.1 **Proposed method of staffing:**

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.
 - 5.2 **Special equipment needed:** None
 - 5.3 **Expendable materials needed:** None
 - 5.4 **Laboratory materials needed:** None
6. **Proposed term for implementation:** Fall 2012
7. **Dates of prior committee approvals:**

| | |
|--|--------------------------|
| Allied Health/Doctor of Physical Therapy | <u>Sept. 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10-18-11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 728 |
| 1.2 Course title: | Clinical Exercise Physiology |
| 1.3 Abbreviated course title: | Clinical Exercise Physiology |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Overview of the physiologic responses of the human body to exercise and training in normal and patient populations. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This course will prepare students to understand the physiological changes and benefits of exercise and training in normal and patient populations.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. PE 504 Advanced Exercise Physiology and PE 514 Lab Methods in Exercise Physiology center on the physiological aspects of

exercise to include the cardiopulmonary, neuromuscular, and endocrine systems. DPT 728 presents principles of exercise training and exercise physiology with particular connections to disease states, such as diabetes, obesity, and cardiac disease; cardiac rehabilitation is also a focus.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 570 Human Performance and Health Promotion
- University of Kentucky: None
- Missouri State University: PTE 664 Patient Management: Exercise Physiology, Nutrition, and Wellness
- Belmont University: **PHT 5020 Human Physiology**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Compare and contrast aerobic and anaerobic energy production both quantitatively and qualitatively.
- Explain and discuss the principles of exercise training as it relates to the normal and abnormal populations including the metabolic responses during exercise.
- Discuss and demonstrate principles of exercise tolerance and training for patients who are diseased, severely deconditioned or with various genetic metabolic disorders to include obesity and diabetes.
- Apply scientific and physiologic rationale for the use of a cardiac rehabilitation program for those patients with cardiac disease.
- Discuss the physiological response to exercise in differing environmental conditions.

3.2 Content outline:

- Aerobic and Anaerobic production
- Principles of exercise training
- Cardiac Rehabilitation
- Response to Exercise
- Established exercise and testing protocols

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Projects
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Nieman, D. C. (2010). *Exercise Testing and Prescription: A Health Related Approach* (7th ed.). McGraw-Hill, New York, NY. ISBN: 978-0073376486.
- Dubin, D. (2000). *Rapid Interpretation of EKG's* (6th ed.). Cover Publishing Company, Fort Myers, FL. ISBN: 978-0912912066.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Stethoscope, blood pressure cuff, stop watch, tape measure, skin fold calipers

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

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Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 729 |
| 1.2 Course title: | Pharmacology |
| 1.3 Abbreviated course title: | Pharmacology |
| 1.4 Credit hours: | 3 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Actions and effects of pharmaceutical agents commonly encountered in physical therapy clinical practice. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This course will prepare students to understand the effects of commonly encountered drugs in physical therapy practice.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. NURS 515 Advanced Pharmacology presents basic pharmacologic principles with a focus in the scope of practice for nurses and

preparation for primary care practice. DPT 729 presents basic principles of pharmacokinetics and other pharmacology principles important in the practice of physical therapy, to include the interaction of physical therapy and drug effects.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|---|
| • Bellarmine University: | PT 535 Pharmacology for Rehabilitation |
| • University of Kentucky: | PT 603 Medical Pharmacology I |
| | PT 604 Medical Pharmacology II |
| • Missouri State University: | PTE 662 Medical Pharmacology |
| • Belmont University: | PHT 5420 Pharmacotherapeutics |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain drug nomenclature and the basic principles of pharmacokinetics.
- Compare the various routes of administration in the drug delivery system.
- Examine the different processes of absorption and distribution of drugs available to the body.
- Outline the general principles of drug biotransformation and routes of excretion.
- Evaluate the interaction of physical therapy and drug effects.

3.2 Content outline:

- Drug nomenclature
- Pharmacokinetics of various drugs
- Drug absorption
- Drug excretion
- Adverse drug effects

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Ciccone C.D. (2007). *Pharmacology in Rehabilitation* (4th ed.). F.A. Davis, Philadelphia, PA. ISBN: 978-0803613775

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

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**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 736 |
| 1.2 Course title: | Neuroanatomy |
| 1.3 Abbreviated course title: | Neuroanatomy |
| 1.4 Credit hours: | 3 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Anatomy of the central and peripheral nervous systems, emphasizing structure and functional relationships in normal and pathological states. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This course will provide students with an understanding of the structure and function of the nervous system as it applies to Physical Therapy.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy perspective. CD 484G Speech Anatomy/Physiology and CD 511

Neurology Speech Language include neuroanatomy as it relates to communication and speech language patterns and to cognitive and swallowing disorders.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 545 Neuroscience for Physical Therapy |
| • University of Kentucky: | ANA 802 Neuroanatomy |
| • Missouri State University: | PTE 620 Neuroanatomy/Neuroscience |
| • Belmont University: | PHT 5200 Neuroscience |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain both normal and pathologic development of the nervous system including critical periods of development.
- Explain the general functions attributed to the major systems of the mature nervous system, including sensory, motor, cognitive, and emotional systems.
- Describe the anatomic relationships of different nervous system structures and their functional relationships.
- Describe and detail neuroanatomical changes or abnormalities that cause various pathologies.
- Describe the neuroanatomy of the peripheral nervous system.

3.2 Content outline:

- Nervous system development
- Peripheral nerves
- Pathology of the nervous system
- Neuroanatomical and histology identification

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Grossman A.R. & Neary D. (2010). *Neuroanatomy. An Illustrated Colour Text* (4th ed.). Churchill Livingstone. ISBN: 978-0702030864.
- Fitzgerald M.J.T., Gruener G., and Mtui E. (2011). *Clinical Neuroanatomy and Neuroscience*, (6th ed.). Philadelphia, PA, Elsevier Saunders. ISBN: 978-0702037382.

- Felten DL and Shetty AN (2010). *Netter's Atlas of Neuroscience* (2nd ed.). Elsevier Saunders, Philadelphia, PA. ISBN: 978-1416054184.

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 737 |
| 1.2 Course title: | Neurophysiology |
| 1.3 Abbreviated course title: | Neurophysiology |
| 1.4 Credit hours: | 3 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | The study of human motor and sensory neurophysiology, cognitive and learning neurophysiology, neuropathophysiology, and neuroplasticity. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This course will provide students with an understanding of the physiological basis of nervous system function in normal and pathological conditions.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. PSY 640 addresses classifications, diagnoses, and

research within psychopathology. The Psychology Department (PSY 480G Physiological Psychology and PSY 580 Advanced Physiological Psychology) and Biology Department (BIOL 335 Neurobiology) also teach courses with some similar neurological content. However, those courses appear to focus on the psychological and anatomical perspectives while the DPT 737 course will focus on the application of neuroscience to physical therapy practice.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 545 Neuroscience for Physical Therapy |
| • University of Kentucky: | PT 831 Neurophysiology |
| • Missouri State University: | BMS 652 Medical Physiology |
| • Belmont University: | PHT 5200 Neuroscience |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Discuss neurobiological principles underlying the functioning of the nervous system.
- Describe the relationships of basic cell functioning to whole body functioning.
- Describe the roles and relationships of different nervous system structures and their coordinated functioning within the body.
- Understand neuroplasticity of the nervous system and what motor learning principles drive neuroplastic changes.
- Discuss physical and mental dysfunction that results from nervous system pathology.

3.2 Content outline:

- Neurobiological principles
- Neurologic components
- Pathological conditions
- Neuroplasticity
- Implications for neurological rehabilitation

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Kandel E.R., Schwartz J.H., & Jessel T.N. (2000). *Principles of Neural Science* (4th ed.). McGraw-Hill, New York, NY. ISBN 0-8385-7701-6.

Recommended Readings

- Cohen H. (1999). *Neuroscience for Rehabilitation*. Lippincott Williams & Wilkins; Philadelphia, PA. ISBN: 0-397-55465-6.
- Lundy-Ekman L. (2002). *Neuroscience Fundamentals for Rehabilitation*. WB Saunders Company, Philadelphia, PA. ISBN: 0-7216-9373-3.

4. Resources:**4.1 Library resources:**

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required**5. Budget implications:****5.1 Proposed method of staffing:**

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None**5.3 Expendable materials needed:** None**5.4 Laboratory materials needed:** None**6. Proposed term for implementation:** Fall 2012**7. Dates of prior committee approvals:**

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 738 |
| 1.2 Course title: | Motor Control |
| 1.3 Abbreviated course title: | Motor Control |
| 1.4 Credit hours: | 2 credit hours |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | This course will prepare students to understand and apply motor control principles as it relates to physical therapy. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-1. The physical therapist professional curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). Learning experiences in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

This class will provide students with an understanding of motor control principles and applications skills relevant to physical therapy.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. CD 502 Motor Speech Disorders concentrates on

motor speech disorders, and PSY 411G Psychology of Sensation and Perception includes perceptual motor coordination. PE 503 Motor Learning includes principles of learning motor skills. PE 515 Assessment in Physical Education and Recreation focuses on assessment tools to measure motor development. DPT 738 presents motor learning, control, and development pertaining to the practice of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 545 Neuroscience for Physical Therapy
- University of Kentucky: PT 564 Motor Control Theory & Intervention
- Missouri State University: PTE 630 Motor Control/Motor Learning
- Belmont University: **PHT 5200 Neuroscience**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Compare and contrast a variety of historical and contemporary theories of motor control.
- Differentiate between training, performance and learning.
- Compare and contrast different types of motor learning.
- Discuss different methods of assessing movement science variables in patient populations.
- Describe postural control and associated concepts.

3.2 Content outline:

- Motor Control theories
- Motor Control, Motor Learning, Motor Development
- Assessment skills
- Postural Control

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Project
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

Shumway-Cook A. and Woollacott M.H. (2011). *Motor Control: Translating Research into Clinical Practice*, (4th ed.). Lippincott Williams & Wilkins. ISBN: 978-1608310180.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 740 |
| 1.2 Course title: | Physical Modalities |
| 1.3 Abbreviated course title: | Physical Modalities |
| 1.4 Credit hours: | 3 credit hours |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | The clinical application of soft tissue techniques, thermal agents, intermittent compression, continuous motion, electrical stimulation, and mechanical traction. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist *professional curriculum* includes content and *learning experiences* in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will provide students with an understanding of, and application skills for, physical modalities encountered in physical therapy practice.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 585 Physical Therapy Modalities and Wound Management
- University of Kentucky: PT 676 Electrophysiological Testing & Therapeutics
- Missouri State University: PTE 632 Electrotherapeutic Modalities and Clinical Electrophysiology
- Belmont University: **PHT 5120 Physical Therapy Foundations I**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Synthesize principles, physiological effects, precautions, indications, and contraindications for application of physical modalities.
- Describe the physics associated with, and physiological effects resulting from, the use of thermal agents.
- Demonstrate safe effective application of physical modalities, with regards to proper draping technique, precautions, and efficient use of time.
- Describe the physics associated with, and physiological effects resulting from, the use of electrical stimulation modalities.
- Utilizing the current theories of pain, explain how electrical modalities can be an effective intervention for the control and reduction of pain.

3.2 Content outline:

- Thermal Modalities
- Electrical Modalities
- Indications and Contraindications
- Application techniques

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Practical Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Cameron, M. (2008). *Physical Agents in Rehabilitation* (3rd ed.). W.B. Saunders, Philadelphia, PA. ISBN: 978-1416032571.

Recommended Readings

- Robinson, A.J. & Synder-Mackler, L. (2007). *Clinical Electrophysiology* (3rd ed.). Williams & Wilkins, Baltimore, MD. ISBN: 978-0781744843.

- 4. Resources:**
- 4.1 Library resources:**
Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.
- 4.2 Computer resources:** None Required
- 5. Budget implications:**
- 5.1 Proposed method of staffing:**
Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.
- 5.2 Special equipment needed:** Ultrasound, Electrical stimulation, TENS, Paraffin bath, Traction table, JOBST compression, whirlpool, hot/cold pack
- 5.3 Expendable materials needed:** Ultrasound gel, electrical stimulation electrodes, gloves
- 5.4 Laboratory materials needed:** Gowns & linens
- 6. Proposed term for implementation:** Fall 2012

7. Dates of prior committee approvals:

| | |
|--|--------------------------|
| Allied Health/Doctor of Physical Therapy | <u>Sept. 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10-18-11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 742 |
| 1.2 Course title: | Diagnostic Testing and Imaging |
| 1.3 Abbreviated course title: | Diagnostic Testing & Imaging |
| 1.4 Credit hours: | 2 credit hours |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Presentation of diagnostic tests and interpretation of results as it applies to physical therapy evaluation, intervention, planning and treatment. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will provide students with the ability to interpret diagnostic test results as it applies to the practice of physical therapy.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | None |
| • University of Kentucky: | PT 830 Diagnostic Imaging, Screening & Instrumentation |
| • Missouri State University: | PTE 614 Imaging Analysis in PT Practice |
| • Belmont University: | None |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain the principles of various diagnostic imaging techniques.
- Discuss indications and contraindications for various diagnostic tests.
- Identify common musculoskeletal and neurological pathologies through diagnostic imaging.
- Discuss the role of the physical therapist in the reading and interpretation of diagnostic tests.

3.2 Content outline:

- Fundamentals of Diagnostic Imaging
- Indications and Contraindications
- Identification of Pathology
- Role of the Physical Therapist

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Swain, J. & Bush, K.W. (2008). *Diagnostic Imaging for Physical Therapists*. Saunders, Elsevier, St. Louis, MO. ISBN: 978-1416029038.

Recommended Readings

- McKinnis, L. (2010). *Fundamentals of Musculoskeletal Imaging* (3rd ed.). F.A. Davis: Philadelphia, PA. ISBN: 978-0803619463.
- Fischbach, F. & Dunning, M.B. (2009). *A Manual of Laboratory and Diagnostic Tests* (8th ed.). Lippincott, Williams & Wilkins, Philadelphia, ISBN: 978-0781771948.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 745 |
| 1.2 Course title: | Wound Care |
| 1.3 Abbreviated course title: | Wound Care |
| 1.4 Credit hours: | 2 credit hours |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Clinical practice of wound care including assessment tools, dressings, and treatment approaches. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare students in wound care techniques, including assessment, dressings, and various treatment approaches.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 585 Physical Therapy Modalities and Wound Management
- University of Kentucky: PT 821 Management of Vascular & Integumentary Disorders
- Missouri State University: PTE 656 Patient Management: Integumentary
- Belmont University: **PHT 5210 Physical Therapy Foundations II**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain the physiology of tissue injury and healing.
- Describe the pathophysiology of wounds.
- Discuss risk factors for and prevention of stasis and pressure ulcers.
- Provide rationale for the implementation of wound care modalities.
- Demonstrate and rationalize an ability to alter a treatment plan based upon changes in the wound healing process.

3.2 Content outline:

- Physiology of tissue injury and healing
- Pathophysiology of wounds
- Risk factors and prevention of wounds
- Treatment rationale for wound care
- Progression and alteration of wound treatment

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Projects
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Sussman C. & Bates-Jensen B. (2006). *Wound Care, A Collaborative Practice Manual for Health Professionals* (3rd ed.). Lippincott Williams & Wilkins, Philadelphia, PA. ISBN: 978-0781774444.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Wound Care models

5.3 Expendable materials needed: Gloves

5.4 Laboratory materials needed: Bandage and dressing, linens

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | | |
|------------|----------------------------------|--|
| 1.1 | Course prefix and number: | DPT 746 |
| 1.2 | Course title: | Orthopaedic Assessment |
| 1.3 | Abbreviated course title: | Orthopaedic Assessment |
| 1.4 | Credit hours: | 4 credit hours |
| 1.5 | Type of course: | Lecture/Lab |
| 1.6 | Prerequisites: | Open only to DPT students in good standing DPT 726 |
| 1.7 | Course catalog listing: | Evaluation and assessment of upper and lower extremity orthopaedic dysfunctions. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare student to successfully examine patients with upper and lower extremity orthopaedic dysfunctions.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective.

2.5 Relationship of the proposed course to courses offered in other institutions:
Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 555 Orthopedics for Physical Therapy
- University of Kentucky: PT 650 Dysfunction of Peripheral Joints
- Missouri State University: PTE 623 Patient Management: Musculoskeletal I
- Belmont University: **PHT 5220 Musculoskeletal Physical Therapy I**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Demonstrate and give scientific rationale for orthopaedic special tests to the upper and lower extremities.
- Explain the basic principles, indications, and contraindications to manual joint mobilization for peripheral joint assessment.
- Demonstrate appropriate joint mobilization assessment techniques for upper and lower extremity pathologies.
- Demonstrate the components of and proper sequencing of an orthopaedic physical therapy examination.

3.2 Content outline:

- Orthopaedic special tests
- Peripheral joint mobilization
- Sequencing of orthopaedic assessment

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Check-offs
- Practical Exams
- Final Exam
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Kaltenborn, F.M. (2002). *Mobilization of the Joints: Volume 1 The Extremities* (6th ed.). Olaf Norlis Bokhandel.
- Magee, D.J. (2008). *Orthopaedic Physical Assessment* (5th ed.). W.B. Saunders. ISBN: 978-0721605715.
- Brotzman, S.B, & Wilk, K.E. (2003). *Clinical Orthopaedic Rehabilitation* (2nd ed.). Mosby, Philadelphia, PA. ISBN: 978-0323011860.

Recommended Readings

- Cook C.E. & Hegedus, E.J. (2007). *Orthopedic Physical Examination Tests: An Evidence-Based Approach*. Prentice Hall. ISBN: 978-0131791008.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Anatomical models

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Linens

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | | |
|------------|-------------------------------------|--|
| 1.1 | Course prefix and number: | DPT 747 |
| 1.2 | Course title: | Women's Health in Physical Therapy |
| 1.3 | Abbreviated course title: | Women's Health in PT |
| 1.4 | Credit hours: | 2 |
| 1.5 | Type of course: | Lecture |
| 1.6 | Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 | Course catalog listing: | Discussion of physical therapy management of musculoskeletal, integumentary, cardiopulmonary, and genitourinary pathologies common to women. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare students to evaluate and treat women with obstetric and gynecologic dysfunctions.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Public Health offers several courses with a focus on women's health that include general health problems and disease prevention (PH

464G Women's Health) or the related social, economic, and political factors (PH 564 Public Health Issues in Women's Health). DPT 747 focuses on the physical therapy management of obstetric and gynecologic dysfunctions.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|-------------|
| • Bellarmine University: | None |
| • University of Kentucky: | None |
| • Missouri State University: | None |
| • Belmont University: | None |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Describe the anatomy and function of the pelvic floor and its related organs.
- Discuss physical therapy management of pelvic floor dysfunction.
- Discuss the anatomy and physiology of urinary/fecal incontinence.
- Explain the major stages and characteristics of pregnancy, labor, and delivery.
- Describe the physiological and endocrine changes of menopause and how to manage the associated systemic changes.
- Describe pathology and physical therapy interventions for osteoporosis, breast cancer, lymphedema, coronary artery disease, and gynecological surgery.

3.2 Content outline:

- Pelvic floor anatomy and function
- Treatment pelvic floor dysfunction and incontinence
- Reproductive issues
- Menopause and associated systemic changes

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Projects
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Sapsford, R., Bullock-Saxton, J. & Markwell, S. (1998). *Women's Health: A Textbook for Physiotherapists*. Bailliere Tindall. ISBN: 978-0702022098.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Anatomical Models

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 748 |
| 1.2 Course title: | Prosthetics and Orthotics |
| 1.3 Abbreviated course title: | Prosthetics and Orthotics |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Design, fabrication and fitting, and management of individuals requiring prosthetic and orthotic devices. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare students to assess and treat individuals with prosthetic and orthotics needs.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective.

- 2.5 Relationship of the proposed course to courses offered in other institutions:**
Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 645 Rehabilitation Techniques in Physical Therapy
- University of Kentucky: PT 826 Orthotics
- Missouri State University: PTE 772 Orthotics and Prosthetics, and Assistive Technologies
- Belmont University: **PHT 5210 Physical Therapy Foundations II**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Describe indications, contraindications, advantages, and disadvantages of various upper and lower extremity prosthetic devices.
- Identify components of various prosthetic and orthotic devices and discuss their respective functions.
- Discuss common pathological gait patterns in individuals with amputations.
- Discuss ways in which amputees are able to confront environmental, home, and work barriers.
- Educate patients in self-care, device maintenance, and home management.

3.2 Content outline:

- Stump care (bandaging, wrapping, shrinking)
- Prosthetic liners, limbs, and technologies
- Gait Training with Orthotics and Prosthetics
- Educational and instructional strategies

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Practical Exam
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Nawoczenski D.A. & Epler M.E. (1997). *Orthotics in Functional Rehabilitation of the Lower Limb*, WB Saunders Co. ISBN: 978-0721661346.
- Engstrom, B. & Van de Ven, C. (1999). *Therapy For Amputees* (3rd ed.) Churchill Livingstone Co. ISBN: 978-0443059759.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: Orthotic supplies

5.4 Laboratory materials needed: Ace wraps, stump shrinkers, stump socks

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 751 |
| 1.2 Course title: | Supervised Clinical Education I |
| 1.3 Abbreviated course title: | Clinical Education I |
| 1.4 Credit hours: | 6 |
| 1.5 Type of course: | Clinical |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | |

This full-time first clinical education experience (8 weeks) provides students the opportunity to actively engage in experiential learning and develop introductory clinical competence. Students are responsible for transportation to and from off-campus experiences.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:
 - a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
 - b) Practice in settings representative of those in which physical therapy is commonly practiced;
 - c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
 - d) Opportunities for involvement in interdisciplinary care; and
 - e) Other experiences that lead to the achievement of expected student outcomes.

The first clinical education course provides students with a clinical education experience that allows students to develop their professional behaviors. It also allows students to perform examination and treatment skills, previously learned in the classroom, in a clinical setting.

- | | |
|---|----------------------|
| 2.2 Projected enrollment in the proposed course: | 30 per annual cohort |
|---|----------------------|

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Various programs offer courses for which students may complete practicum or internship experiences in clinical settings. Such courses include CD 590 Clinical Internship, CD 591 Clinical Externship, NURS 554 Primary Care Practicum, PSY 592 Internship, and HCA 546 Graduate Internship. DPT 751 is a clinical education experience in the discipline of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 700 Clinical Clerkship
- University of Kentucky: PT 835 Clinical Clerkship I
PT 836 Clinical Clerkship II
- Missouri State University: PTE 637 Clinical Internship I
PTE 647 Clinical Internship II
- Belmont University: **PHT 5150, 5250, & 5350
Clinical Experience I, II, & III**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Demonstrate a solid work ethic and the desire to learn and contribute to the clinical environment.
- Communicate appropriately to optimize learning based on the Clinical Instructor's evaluation and student's self-assessment.
- Demonstrate appropriate examination skills.
- Demonstrate appropriate introductory rehabilitation techniques.
- Demonstrate safe and effective patient handling techniques.
- Effectively and appropriately communicate with clinical faculty, colleagues, other health care practitioners, professional staff, patients, and families to coordinate efficient and effective patient care.
- Adhere to the American Physical Therapy Association Standards of Practice and Code of Ethics as well as state and federal laws as they relate to physical therapy practice.
- Provide an in-service for the clinical staff on a topic of mutual interest.

3.2 Content outline:

- Professional Behaviors
 - Communication Skills
 - Use of Constructive Feedback

- Professionalism
- Time Management
- Examination Techniques
- Introductory rehabilitation techniques
- Patient handling techniques
- In-service

3.3 Student expectations and requirements:

Student learning will be evaluated, Pass/Fail, based upon the following:

- Professional Behaviors
- Clinical Performance Instrument (CPI)
- Examination
- Rehabilitation
- Patient handling
- In-service

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council

__November 10, 2011__

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 752
- 1.2 Course title:** Supervised Clinical Education II
- 1.3 Abbreviated course title:** Clinical Education II
- 1.4 Credit hours:** 5
- 1.5 Type of course:** Clinical
- 1.6 Prerequisites:** DPT 751
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
This full-time second clinical education experience (7 weeks) provides students additional opportunities for experiential learning and further development of clinical competence. Students are responsible for transportation to and from off-campus experiences.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:
 - a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
 - b) Practice in settings representative of those in which physical therapy is commonly practiced;
 - c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
 - d) Opportunities for involvement in interdisciplinary care; and
 - e) Other experiences that lead to the achievement of expected student outcomes.

The second clinical education course provides additional clinical education experience, allowing students to further refine and develop their professional behaviors. It also allows students to perform examination and treatment skills previously learned in the classroom as well as delineate the rationale for evaluation and treatment strategies proposed and/or implemented.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Various programs offer courses for which students may complete practicum or internship experiences in clinical settings. Such courses include CD 590 Clinical Internship, CD 591 Clinical Externship, NURS 554 Primary Care Practicum, PSY 592 Internship, and HCA 546 Graduate Internship. DPT 752 is a clinical education experience in the discipline of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 700 Clinical Clerkship
- University of Kentucky: PT 837 Clinical Internship I
- Missouri State University: PTE 657 Clinical Internship III
- Belmont University: **PHT 5370 Physical Therapy Practice I**

3. Discussion of proposed course:

3.1 Course objectives:

During the second clinical education course, students will appropriately apply knowledge, skills, and techniques previously learned in didactic and clinical education coursework in the current clinical setting.

- Demonstrate Professional Behaviors in all clinical situations and settings.
- Adhere to the American Physical Therapy Association Standards of Practice and Code of Ethics as well as state and federal laws as they relate to physical therapy and confidentiality; practice according to the specific policies and procedures of the clinical facility.
- Accurately delineate the rationale for evaluation and treatment strategies proposed and/or implemented.
- Establish treatment goals in functional outcome terms and design a physical therapy plan of care to address patient problems under the direct supervision of the Clinical Instructor (CI).
- Provide an in-service for the clinical staff on a topic of mutual interest.
- Perform appropriate examination skills.
- Perform appropriate rehabilitation techniques.
- Perform safe and effective patient handling techniques.

3.2 Content outline:

- Professional Behaviors
 - Communication Skills
 - Use of Constructive Feedback
 - Professionalism

- Time Management
- Examination Techniques
- Development of Treatment Program
- Patient Handling
- Commitment to Learning/Clinical Preparation
- In-service

3.3 Student expectations and requirements:

Student learning will be evaluated, Pass/Fail, based upon the following:

- Professional Behaviors
- Clinical Performance Instrument (CPI)
- Examination
- Rehabilitation
- Patient handling
- In-service

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10-18-11

Graduate Council November 10, 2011

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 753
- 1.2 Course title:** Supervised Clinical Education III
- 1.3 Abbreviated course title:** Clinical Education III
- 1.4 Credit hours:** 6
- 1.5 Type of course:** Clinical
- 1.6 Prerequisites:** DPT 752
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
The third full-time clinical education experience (8 weeks) provides students opportunities for refinement of their professional behaviors and examination skills, and development of intervention techniques. Students are responsible for transportation to and from off-campus experiences.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:
 - a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
 - b) Practice in settings representative of those in which physical therapy is commonly practiced;
 - c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
 - d) Opportunities for involvement in interdisciplinary care; and
 - e) Other experiences that lead to the achievement of expected student outcomes.

The third clinical education course provides additional clinical education experience, allowing students to further refine and develop their professional behaviors and examination techniques. It also provides students the opportunity to become competent in the development, instruction, and progression of intervention strategies previously learned in the classroom.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Various programs offer courses for which students may complete practicum or internship experiences in clinical settings. Such courses include CD 590 Clinical Internship, CD 591 Clinical Externship, NURS 554 Primary Care Practicum, PSY 592 Internship, and HCA 546 Graduate Internship. DPT 752 is a clinical education experience in the discipline of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 710 Acute Care Internship
- University of Kentucky: PT 838 Clinical Internship II
- Missouri State University: PTE 777 Clinical Internship IV
- Belmont University: **PHT 5500 Physical Therapy Practice II**

3. Discussion of proposed course:

3.1 Course objectives:

During the third clinical education course, students will appropriately apply knowledge, skills, and techniques previously learned in didactic and clinical education coursework in the current clinical setting.

- Demonstrate Professional Behaviors according to the American Physical Therapy Association Standards of Practice and Code of Ethics.
- Adhere to state and federal laws, as well as individual clinic policy and procedures.
- Accurately delineate the rationale for evaluation and treatment strategies proposed and/or implemented.
- Establish treatment goals in functional outcome terms and design a physical therapy plan of care to address patient problems under the direct supervision of the Clinical Instructor (CI).
- Considering the goals of the patient, family members, payers, and other medical health team members, safely and effectively administer a physical therapy plan of care under direct supervision of a clinical instructor.
- Evaluate a person with dysfunction, determine the proper diagnosis, and develop an intervention strategy, under direct supervision of a CI.
- Perform appropriate examination skills.
- Perform appropriate introductory rehabilitation techniques.
- Perform safe and effective patient handling techniques.
- Provide an in-service for the clinical staff on a topic of mutual interest.

- 3.2 Content outline:**
- Professional Behaviors
 - Examination Techniques
 - Intervention Strategies
 - Patient Handling
 - Commitment to Learning/Clinical Preparation
 - In-service
- 3.3 Student expectations and requirements:**
 Student learning will be evaluated, Pass/Fail, based upon the following:
- Professional Behaviors
 - Examination Skills
 - Intervention Strategies
 - Clinical Performance Instrument (CPI)
 - Examination
 - Rehabilitation
 - Patient handling
 - In-service
- 3.4 Tentative texts and course materials:** None
- 4. Resources:**
- 4.1 Library resources:**
 Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.
- 4.2 Computer resources:** None Required
- 5. Budget implications:**
- 5.1 Proposed method of staffing:**
 Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.
- 5.2 Special equipment needed:** None
- 5.3 Expendable materials needed:** None
- 5.4 Laboratory materials needed:** None
- 6. Proposed term for implementation:** Fall 2012
- 7. Dates of prior committee approvals:**

| | |
|--|--------------------------|
| Allied Health/Doctor of Physical Therapy | <u>Sept. 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10-18-11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 754
- 1.2 Course title:** Supervised Clinical Education IV
- 1.3 Abbreviated course title:** Clinical Ed IV
- 1.4 Credit hours:** 4
- 1.5 Type of course:** Clinical
- 1.6 Prerequisites:** DPT 753
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
The fourth full-time clinical education experience (6 weeks) provides students the opportunity to further develop skills toward becoming an autonomous physical therapist. Students are responsible for transportation to and from off-campus experiences.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:
 - a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
 - b) Practice in settings representative of those in which physical therapy is commonly practiced;
 - c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
 - d) Opportunities for involvement in interdisciplinary care; and
 - e) Other experiences that lead to the achievement of expected student outcomes.

The fourth clinical education course provides students the opportunity to display clinical competence toward becoming an autonomous physical therapist, with limited supervision from their clinical instructor.

- 2.2 Projected enrollment in the proposed course:** 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Various programs offer courses for which students may complete practicum or internship experiences in clinical settings. Such courses include CD 590 Clinical Internship, CD 591 Clinical Externship, NURS 554 Primary Care Practicum, PSY 592 Internship, and HCA 546 Graduate Internship. DPT 752 is a clinical education experience in the discipline of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 720 Rehabilitation Internship
- University of Kentucky: PT 839 Clinical Internship III
- Missouri State University: PTE 787 Clinical Internship V
- Belmont University: **PHT 5510 Physical Therapy Practice III**

3. Discussion of proposed course:

3.1 Course objectives:

During the fourth clinical education course, students will appropriately apply knowledge, skills, and techniques previously learned in didactic and clinical education coursework in the current clinical setting.

- Consistently demonstrate Professional Behaviors in the clinical setting.
- Considering the goals of the patient, family members, payers, and other medical health team members, safely and effectively administer a physical therapy plan of care under limited supervision of a clinical instructor.
- Demonstrate autonomous practice as a physical therapist by evaluating a person with dysfunction, determining the diagnosis, and referring to other health professionals when indicated, with limited supervision from the clinical instructor.
- Synthesize the impact of social, economic, legislative and demographic factors on the delivery of physical therapy services.
- Accurately document evaluations, treatment goals, interventions, and re-evaluations and complete all necessary paperwork.
- Delegate and supervise supportive personnel and assess the impact delegation has on quality patient care.
- Perform appropriate examination skills.
- Perform appropriate introductory rehabilitation techniques.
- Perform safe and effective patient handling techniques.
- Provide an in-service for the clinical staff on a topic of mutual interest.

3.2 Content outline:

- Professional Behaviors

- Examination Techniques
- Intervention Strategies
- Patient Handling
- Commitment to Learning/Clinical Preparation
- In-service

3.3 Student expectations and requirements:

Student learning will be evaluated, Pass/Fail, based upon the following:

- Professional Behaviors
- Examination Skills
- Intervention Skills
- Clinical Performance Instrument (CPI)
 - Examination
 - Rehabilitation
 - Patient handling
- In-service

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 755
- 1.2 Course title:** Supervised Clinical Education V
- 1.3 Abbreviated course title:** Clinical Ed V
- 1.4 Credit hours:** 4
- 1.5 Type of course:** Clinical
- 1.6 Prerequisites/co-requisites:** DPT 754
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
The fifth full-time clinical education experience (6 week) provides students the opportunity to display clinical competence as an autonomous physical therapist. Students are responsible for transportation to and from off-campus experiences.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:
 - a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
 - b) Practice in settings representative of those in which physical therapy is commonly practiced;
 - c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
 - d) Opportunities for involvement in interdisciplinary care; and
 - e) Other experiences that lead to the achievement of expected student outcomes.

The fifth and final clinical education course provides students the final opportunity to display clinical competence as an autonomous physical therapist, with limited supervision from their clinical instructor.

- 2.2 Projected enrollment in the proposed course:** 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Various programs offer courses for which students may complete practicum or internship experiences in clinical settings. Such courses include CD 590 Clinical Internship, CD 591 Clinical Externship, NURS 554 Primary Care Practicum, PSY 592 Internship, and HCA 546 Graduate Internship. DPT 752 is a clinical education experience in the discipline of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 730 Community Based Internship
- University of Kentucky: PT 840 Clinical Internship IV
- Missouri State University: PTE 788 Clinical Internship VI
- Belmont University: **PHT 5520 Physical Therapy Practice IV**

3. Discussion of proposed course:

3.1 Course objectives:

During the fifth clinical education course, students will appropriately apply knowledge, skills, and techniques previously learned in didactic and clinical education coursework in the current clinical setting.

- Consistently demonstrate Professional Behaviors in the clinical setting.
- Considering the goals of the patient, family members, payers, and other medical health team members, safely and effectively administer a physical therapy plan of care under limited supervision of a clinical instructor.
- Demonstrate autonomous practice as a physical therapist by evaluating a person with dysfunction, determining the diagnosis, and referring to other health professionals when indicated, with limited supervision from the clinical instructor.
- Synthesize the impact of social, economic, legislative and demographic factors on the delivery of physical therapy services.
- Accurately document evaluations, treatment goals, interventions, and re-evaluations and complete all necessary paperwork.
- Delegate and supervise supportive personnel and assess the impact delegation has on quality patient care.
- Perform appropriate examination skills.
- Perform appropriate introductory rehabilitation techniques.
- Perform safe and effective patient handling techniques.
- Provide an in-service for the clinical staff on a topic of mutual interest.

3.2 Content outline:

- Professional Behaviors

- Examination Techniques
- Intervention Strategies
- Patient Handling
- Commitment to Learning/Clinical Preparation
- In-service

3.3 Student expectations and requirements:

Student learning will be evaluated, Pass/Fail, based upon the following:

- Professional Behaviors
- Examination Skills
- Intervention Skills
- Clinical Performance Instrument (CPI)
 - Examination
 - Rehabilitation
 - Patient handling
- In-service

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council

__November 10, 2011__

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|--|
| 1.1 Course prefix and number: | DPT 760 |
| 1.2 Course title: | Professional Issues |
| 1.3 Abbreviated course title: | Professional Issues |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Professional issues pertinent to physical therapy, including state and national associations, state and federal laws, standards of practice, and code of ethics. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course will explore professional issues currently impacting the profession of physical therapy, including professional associations, standards of practice, code of ethics, licensure, professional communication, and patient's rights.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective. Other departments offer courses addressing issue impacting specific professions, such as nursing (NURS 508 Advanced Issues in Professional Nursing), speech language pathologists and audiologists (CD 510 Seminar in Professional Issues), psychologists (PSY 541 Professional Issues and Ethics in Psychology), and public administrators (PS 597 Professional Seminar in Public Administration). DPT 760 focuses on issues and principles impacting the profession of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 785 Professional and Legal Issues in PT
- University of Kentucky: PT 834 Intro to PT & Bioethics
- Missouri State University: PTE 611 Professional Issues I
PTE 621 Professional Issues II
- Belmont University: **PHT 5140 Professional and Clinical Issues**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Develop communication skills that will enhance professional rapport with people who have disabilities.
- Act according to the American Physical Therapy Association's (APTA) *Standards of Practice* and *Code of Ethics*.
- Provide scenarios whereby Physical Therapy's act in a trustworthy, compassionate, and professional manner when dealing with others.
- Discuss the importance of maintaining integrity and avoiding conflicts of interest when making professional decisions.
- Describe the potential conflict between legal and ethical principles.
- Discuss the professional benefits of belonging to and supporting the APTA.

3.2 Content outline:

- Communication with patients and colleagues
- Standard of Practice - APTA
- Code of Ethics – APTA
- Legal aspects of PT
- Benefits and Sections of the APTA

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Assignment/Projects
- Unit Exams

- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Gabard D.L. & Martin M.W. (2010). *Physical Therapy Ethics* (2nd ed.). FA Davis. ISBN: 978-0803623675.
- Purtilo R.B. & Doherty R. (2010). *Ethical Dimensions in the Health Professions* (5th ed.). Saunders, St. Louis, MO. ISBN: 978-1437708967.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/11/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 762
- 1.2 Course title:** Physical Therapy Management and Administration
- 1.3 Abbreviated course title:** PT Management & Administration
- 1.4 Credit hours:** 3 credit hours
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites:** Open only to DPT students in good standing
- 1.7 Course catalog listing:**
General principles of organization and administration that impact the ethical and legal aspects of physical therapy practice.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course will prepare students to understand the principles of organization and administration that apply to physical therapy practice, including budget development, cost accounting, supervision, communication skills, evaluative techniques, and methods of management and quality assurance.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective. HCA 540 Health Care Organization and Management focuses on the organization and management principles, with an emphasis on the role of the administrator of health care administrator. NURS 528 Leadership and Management in Nursing Administration integrates business theories with issues of effective administration and management of patient care delivery from a nursing perspective. NURS 530 Nursing Administration Practicum allows nursing students to further develop nursing administration management skills. DPT 762 addresses principles of organization and administration that apply to and impact physical therapy practice.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 670 **Management in Physical Therapy**
- University of Kentucky: PT 888 Advanced Physical Therapy Management
- Missouri State University: PTE 771 Physical Therapy Management & Administration
- Belmont University: **PHT 5440 Physical Therapy Management**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Describe, justify, and modify clinic budgets depending upon utilization patterns.
- Use standardized accountancy and financial techniques to manage administrative aspects of physical therapy practice.
- Describe the basic mechanisms of strategic management planning as it relates to decision-making processes.
- Explain insurance reimbursement terminology and develop strategies for communicating and insuring appropriate documentation for third party payers.
- Describe practice issues related to delegation of tasks to supportive personnel.

3.2 Content outline:

- Human Resource principles
- Management Theory
- Physical Therapy delegation
- Finance/Accounting in Healthcare
- Budget & Insurance Fundamentals
- Outcomes Assessment and Quality Assurance

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes

- Projects/Assignments
- Unit Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Nosse L.J. & Friberg D.G. (2009). *Managerial and Supervisory Principles for Physical Therapists* (3rd ed.). Lippincott Williams & Wilkins. ISBN: 978-0781781329.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|--|
| 1.1 Course prefix and number: | DPT 770 |
| 1.2 Course title: | Orthopaedic Rehabilitation |
| 1.3 Abbreviated course title: | Orthopaedic Rehabilitation |
| 1.4 Credit hours: | 4 credit hours |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites: | DPT 746 Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Manual therapy, exercise techniques, intervention, and progressions for individuals with orthopaedic pathologies and dysfunctions. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare the student to enter the clinic and successfully treat a patient with an orthopaedic pathology or dysfunction.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective.

2.5 Relationship of the proposed course to courses offered in other institutions:
Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 610 **Examination, Evaluation and Intervention of the Extremities**
PT 650 **Examination, Evaluation and Intervention of the Spine**
- University of Kentucky: PT 650 Dysfunction of Peripheral Joints
PT 651 Dysfunction of Vertebral Joints
- Missouri State University: PTE 633 Patient Management: Musculoskeletal II
- Belmont University: **PHT 5300 Musculoskeletal PT II**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain basic principles, indications, and contraindications of manual mobilization treatment.
- Develop appropriate orthopaedic treatment regimens based upon examination findings.
- Re-evaluate and modify goals and treatments based on outcome measures and patient response to intervention.
- Evaluate patient learning via patient demonstration and self-administration of home exercise programs.
- Develop realistic and measurable goals, along with time frames, for orthopaedic patients.
- Develop a comprehensive physical therapy plan of care, which considers scientific evidence, outcomes research, and standards of practice.

3.2 Content outline:

- Principles of Manual Therapy
- Exercise Interventions
- Exercise Progressions
- Current Exercise Research
- Effective Instructional Techniques

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Practical Exams
- Final Exam
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Brotzman S.B & Mankse R.C. (2011). *Clinical Orthopaedic Rehabilitation* (3rd ed.). Mosby. ISBN: 978-0323055901.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Ankle & cuff weights, resistance bands exercise & medicine balls

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|--|
| 1.1 Course prefix and number: | DPT 771 |
| 1.2 Course title: | Neurological Rehabilitation |
| 1.3 Abbreviated course title: | Neurological Rehabilitation |
| 1.4 Credit hours: | 4 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Emphasis on hands-on skill development, clinical reasoning, and critical analysis for treating individuals with neurologically-based movement disorders. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare students to perform elements of patient/client management of individuals with various neurologic dysfunctions. Emphasis will be placed on accuracy of patient examination techniques, the ability to interpret test results, and application of movement science in the development of intervention strategies.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective. CD 508 Voice Disorders and CD 515 Rehabilitation Audiology focus on rehabilitation techniques related to voice disorders and hearing loss, respectively. Therapeutic strategies of certain linguistic disorders are addressed in CD 513 Cognitive Linguistic Disorders. DPT 771 is focused on orthopaedic rehabilitation and related physical therapy care.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 630 PT Management of the Adult Patient with Neurological Disorders
- University of Kentucky: PT 847 Management of Neuro Systems I
PT 827 Management of Neuro Systems II
- Missouri State University: PTE 643 Patient Management: Neurological I
PTE 653 Patient Management: Neurological II
- Belmont University: **PHT 5310 Neuromuscular Physical Therapy I**
PHT 5400 Neuromuscular Physical Therapy II

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Demonstrate effective communication skills with examination and intervention applications to patients with neurological impairments.
- Utilize functional assessment tools to establish the presence of neuromuscular impairments.
- Compare and contrast the examination and intervention approaches of Rood, Brunnstrom, Bobath, Knott & Voss, and Carr and Sheppard.
- Explain the Rancho scale for TBI patients and differentiate between the stages when analyzing functional movement.
- Compare and contrast the intervention approaches for Guillian Barre, MS, CVA, TBI and Parkinson's disease.
- Develop interventions for home and community reintegration.
- Critically analyze the literature for changes in theoretical approaches to neurological treatment.

3.2 Content outline:

- Functional Assessments
- Neurological Intervention Approaches
 - Rood, Brunnstrom, Bobath, Knott & Voss, and Carr & Sheppard
- Exercise Intervention & Progression
- Current Research in Neurological Interventions
- Home and Community reintegration
- Effective Communication Techniques

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Unit Exams
- Practical Exams
- Final Exam
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- O'Sullivan S.B. & Schmitz T.S. (2006). *Physical Rehabilitation* (5th ed.). FA Davis, Philadelphia, PA. ISBN: 978-0803612471.
- Shumway-Cook A. and Woollacott M.H. (2011). *Motor Control: Translating Research into Clinical Practice*, (4th ed.). Lippincott Williams & Wilkins. ISBN: 978-1608310180.
- Umphred, D.A. (2006). *Neurological Rehabilitation* (5th ed.). Mosby, St. Louis, MO. ISBN: 978-0323033060.
- O'Sullivan S.B. & Schmitz T.J. (2009). *Improving Functional Outcomes in Physical Rehabilitation*. FA Davis, Philadelphia, PA. ASIN: B00406TU5G.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Mat Table, Ankle & cuff weights, resistance bands, exercise balls

5.3 Expendable materials needed: None

- 5.4 Laboratory materials needed:** None
- 6. Proposed term for implementation:** Fall 2012
- 7. Dates of prior committee approvals:**
- | | |
|--|--------------------------|
| Allied Health/Doctor of Physical Therapy | <u>Sept. 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|--|
| 1.1 Course prefix and number: | DPT 772 |
| 1.2 Course title: | Cardiopulmonary Rehabilitation |
| 1.3 Abbreviated course title: | Cardiopulmonary Rehabilitation |
| 1.4 Credit hours: | 2 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Evaluation and treatment of patients with cardiopulmonary disease and dysfunction, emphasizing the response of cardiac, circulatory and pulmonary systems to exercise. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare the student to conduct an evaluation of patients with cardiopulmonary dysfunction and outline/implement a safe and effective treatment plan.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective.

2.5 Relationship of the proposed course to courses offered in other institutions:
Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: **PT 680 PT Management of the Patient with Pulmonary Disease**
- University of Kentucky: PT 877 Cardiopulmonary PT
- Missouri State University: PTE 644 Patient Management: Cardiovascular and Pulmonary Problems
- Belmont University: **PHT 5410 Cardiopulmonary PT**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Discuss the chronic and adaptive responses of the cardiac, pulmonary, and circulatory systems to exercise training.
- Describe the pathological conditions of the cardiopulmonary system commonly encountered by physical therapists.
- Discuss the physical therapy examination process leading to differential diagnosis for the cardiopulmonary system.
- Prescribe an appropriate exercise program for the patient with compromised cardiopulmonary function.
- Educate the patient with compromised cardiopulmonary function in an exercise program.
- Explain the benefits and safety precautions of exercise to a patient with compromised cardiopulmonary function.

3.2 Content outline:

- Cardiopulmonary Pathology
- Cardiopulmonary Examination
- Cardiopulmonary Intervention
- Chronic and Adaptive responses to exercise
- Communication and Education

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Assignments
- Unit Exams
- Practical Exams
- Final Exam
- Final Practical Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Brannon F.J., Foley M.W., Starr J.A., & Saul L.M. (1997). *Cardiopulmonary Rehabilitation: Basic Theory and Application* (3rd ed.). F. A. Davis. ISBN: 978-0803603189.
- Hillegass E. (2010). *Essentials of Cardiopulmonary Physical Therapy* (3rd ed.). Saunders. ISBN: 978-1437703818.

Recommended Readings

- None

4. Resources:**4.1 Library resources:**

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required**5. Budget implications:****5.1 Proposed method of staffing:**

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: Stethoscope, blood pressure cuff
EKG machine, Spirometer**5.3 Expendable materials needed:** Electrodes**5.4 Laboratory materials needed:** None**6. Proposed term for implementation:** Fall 2012**7. Dates of prior committee approvals:**

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 774
- 1.2 Course title:** Spine Assessment and Intervention
- 1.3 Abbreviated course title:** Spine Assessment/Intervention
- 1.4 Credit hours:** 3
- 1.5 Type of course:** Lecture/lab
- 1.6 Prerequisites:** Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Spine assessment and treatment, including mobilizations, special tests, and exercise progressions, in patients with spine dysfunction.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will prepare the student to enter the clinic and perform a safe and effective examination and treatment in patients with spine pathology.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective. Therapeutic strategies of certain linguistic disorders are addressed in CD 513 Cognitive Linguistic Disorders. DPT

774 is focused on the role of the physical therapist in treatment procedures and manual mobilization techniques for spine dysfunction.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 650 Examination, Evaluation and Intervention of the Spine
- University of Kentucky: PT 651 Dysfunction of Vertebral Joints
- Missouri State University: PTE 633 Patient Management: **Musculoskeletal II**
- Belmont University: **PHT 5300 Musculoskeletal PT**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Perform a TMJ, SI, and spine examination.
- Perform an appropriate intervention for TMJ, SI, and spine dysfunction.
- Compare and contrast the established treatment approaches to the spine.
- Describe the indications and contraindications to manual mobilization of the spine.
- Perform appropriate manual mobilization techniques to the spine.
- Integrate manual mobilization techniques with other forms of physical therapy treatment.

3.2 Content outline:

- Evaluation and Assessment techniques and sequencing
- Temporomandibular Joint: Evaluation and Treatment
- Treatment Approaches
 - McKenzie, Mulligan, Maitland
- Mobilization Techniques
- Treatment Progressions
- Safety Considerations

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Practical Exams
- Assignments
- Unit Exams
- Final Practical Exams
- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Olson, K.A. (2008). *Manual Physical Therapy of the Spine*. Saunders
ISBN: 78-1416047490.

Recommended Readings

- Maitland G., Hengeveld E., Banks K., & English, K. (2005). *Maitland's Vertebral Manipulation* (7th ed.). Butterworth Elsevier.
ISBN-10: 0750688068

4. Resources:**4.1 Library resources:**

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:**5.1 Proposed method of staffing:**

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: High-Low tables, plinths

5.3 Expendable materials needed: Gloves

5.4 Laboratory materials needed: Exercise equipment

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 775 |
| 1.2 Course title: | Differential Diagnosis |
| 1.3 Abbreviated course title: | Differential Diagnosis |
| 1.4 Credit hours: | 4 |
| 1.5 Type of course: | Lecture/Lab |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | A systems-based approach to differential screening and diagnosis to determine if further medical referral is necessary. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

The integration of concepts from this and previous courses will provide students with a structured screening process to determine the necessity for further medical referral, as well as management of the complex patient.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective.

2.5 Relationship of the proposed course to courses offered in other institutions:
Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 635 Differential Diagnosis and Management of Patients with Complex Problems
- University of Kentucky: PT 860 Diagnosis & Management of the Complex Patient
- Missouri State University: PTE 773 Patient Management: Advanced Differential Diagnosis
- Belmont University: **None**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Differentiate between differential diagnosis and screening for referral.
- Perform an appropriate sequential screening in the decision making process.
- Identify the “Red Flag” signs and symptoms associated with various viscerogenic pain and dysfunctions.
- Identify the “Red Flag” signs and symptoms associated with various neuromuscular and musculoskeletal pain and dysfunctions.
- Discuss and recognize situations and scenarios in which medical referral is necessary.

3.2 Content outline:

- Screening for Referral
- Physical Assessment as a Screening tool
- Viscerogenic Pain
 - Hematologic, Cardiovascular, Pulmonary, Gastrointestinal, Urogenital
 - Immunologic, Hepatic, Biliary, Endocrine, Metabolic, Cancer
- Neuromuscular and Musculoskeletal Dysfunction

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Quizzes
- Assignments
- Presentation
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Goodman, C.C. & Snyder, T.K. (2007). *Differential Diagnosis for Physical Therapists: Screening for Referral*. Saunders. ISBN: 978-0721606194.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|--------------------------------------|--|
| 1.1 Course prefix and number: | DPT 779 |
| 1.2 Course title: | Physical Therapy Across the Lifespan |
| 1.3 Abbreviated course title: | PT Across the Lifespan |
| 1.4 Credit hours: | 3 |
| 1.5 Type of course: | Lecture/lab |
| 1.6 Prerequisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | Examination of the factors affecting normal and pathologic development from pediatric to geriatric. Additionally, treatment techniques appropriate to these populations will be covered. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-3. The physical therapist professional curriculum includes content and learning experiences in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.

This course will provide students with an understanding of the normal developmental and pathological factors encountered throughout the lifespan. Appropriate physical therapy treatment techniques will also be addressed.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no similar courses offered in other departments on campus with content from the physical therapy doctoral perspective. CNS 580 Family Life Studies and PH 444G Death Education present content about death and dying. PE 503 Motor Learning includes principles of learning motor skills. DPT 779 includes information about the grieving process and motor skill development; normal developmental and pathological factors encountered throughout the lifespan are presented. Appropriate physical therapy treatment techniques are also addressed.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 640 Physical Therapy Management of the Pediatric Patient |
| • University of Kentucky: | PT 628 Gerontology |
| • Missouri State University: | None |
| • Belmont University: | PHT 5230 Psycho-Social Cultural Implications in Human Development |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Discuss developmental sequencing of gross and fine motor skills, balance, and cognitive abilities.
- Discuss development of the musculoskeletal system and changes that may occur in balance, gait, and posture across the lifespan.
- Discuss the physical, behavioral, and hormonal changes that may occur across the lifespan and the impact upon the rehabilitation process.
- Develop functional treatment programs based on motor learning and motor control principles across the life span.
- Demonstrate the proper instructional techniques to parents and caregivers regarding the care and treatment of their family members/patients.
- Describe the grieving process accompanying death, catastrophic loss, and disability and associated coping mechanisms.

3.2 Content outline:

- Pediatric development
- Pediatric treatment techniques
- Common geriatric pathologies and deficits
- Geriatric treatment techniques
- Death and dying
- Instructional and teaching techniques

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Assignment/Project
- Unit Exams

- Final Exam
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Campbell, S.K., Palisano R.J., & Orlin, M.N. (2006). *Physical Therapy for Children* (4th ed.). Saunders, Philadelphia, PA. ISBN: 978-1416066262.
- Connolly B.H. & Montgomery P.C. (2004). *Therapeutic Exercise in Developmental Disabilities* (3rd ed.). Slack Inc., Thorofare, NJ. ISBN: 978-1556426247.
- Lewis, C.B. & Bottomley, J.M. (2008). *Geriatric Rehabilitation: A Clinical Approach* (3rd ed.). Prentice Hall. ISBN: 978-0131708266.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed:

| |
|----------------------------------|
| Pediatric assessment tools |
| Age appropriate assessment tools |
| Pediatric exercise equipment |

5.3 Expendable materials needed:

| |
|------|
| None |
|------|

5.4 Laboratory materials needed:

| |
|------|
| None |
|------|

6. Proposed term for implementation:

| |
|-----------|
| Fall 2012 |
|-----------|

7. Dates of prior committee approvals:

| | |
|--|-----------------------|
| Allied Health/Doctor of Physical Therapy | <u>Sept. 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |

Graduate Council

__November 10, 2011__

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- | | |
|---|---|
| 1.1 Course prefix and number: | DPT 781 |
| 1.2 Course title: | Research in Physical Therapy I |
| 1.3 Abbreviated course title: | Research in PT I |
| 1.4 Credit hours: | 3 |
| 1.5 Type of course: | Lecture |
| 1.6 Prerequisites/co-requisites: | Open only to DPT students in good standing |
| 1.7 Course catalog listing: | An introduction to clinical research in physical therapy, dealing with research design and methodology, as well as the development of a research project topic. |

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course will provide students with an introduction to clinical based research, including research design and critical analysis of relevant literature. This course also serves as the first course of the research track, which will culminate in a research presentation/manuscript presented in DPT 790, to fulfill the requirements of graduation.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. While other graduate courses explore research methods, courses are often discipline-specific in the approach; such courses include EDFN 500 Research Methods, PH 501 Research Methods, SWRK 540 Foundations of Social Work Research Methods, AMS 571 Research Methods in Technology Management, BIOL 500 Introduction to Graduate Studies and Research in Biology; GEOS 502 Geoscience Field Research Methods, RSA 501 Research Methods in Recreation and Sport, and CS 500 Research Methods/Computer Science. DPT 781 is focused on research methods and database searches appropriate to the field of physical therapy.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|---------------------------------------|
| • Bellarmine University: | PT 502 Research in Physical Therapy I |
| • University of Kentucky: | PT 867 Research Topics: Design |
| • Missouri State University: | PTE 650 Research and Outcome Analysis |
| • Belmont University: | PHT 5030 Critical Inquiry I |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Explain the importance of evidence-based research and its role in the research process.
- Discuss the applications of qualitative and quantitative research in the field of physical therapy.
- Use appropriate databases and library resources to collect relevant information.
- Discuss critically relevant research and research design with research advisor.
- Develop a research question and procedures for hypothesis testing.
- Complete a preliminary literature review and methodology for the student specific topic.

3.2 Content outline:

- Evidence-based Research in Physical Therapy
- Literature and Databases
- Research and Experimental Design
- Develop Research Topic
- Performing Critical Analysis of Literature
- CITI Training

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Assignments
- Unit Exams
- Research Project

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 782
- 1.2 Course title:** Research in Physical Therapy II
- 1.3 Abbreviated course title:** Research in PT II
- 1.4 Credit hours:** 3
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites:** DPT 781
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Further development of the research topic, critical review of clinically relevant research literature, IRB submission, and the initiation of data collection.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course will further develop the research topic, IRB approval process, and the initiation of data collection, leading towards the culmination of a research presentation/manuscript.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. While other graduate courses explore research methods, courses are often discipline-specific in the approach; such courses include EDFN 500 Research Methods, PH 501 Research Methods, SWRK 540 Foundations of Social Work Research Methods, AMS 571 Research Methods in Technology Management, BIOL 500 Introduction to Graduate Studies and Research in Biology; GEOS 502 Geoscience Field Research Methods, RSA 501 Research Methods in Recreation and Sport, and CS 500 Research Methods/Computer Science. DPT 782 is focused on literature review and methodologies appropriate to a physical therapy research topic.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- | | |
|------------------------------|--|
| • Bellarmine University: | PT 605 Research in Physical Therapy II |
| • University of Kentucky: | PT 668 Research Topics: Analysis |
| • Missouri State University: | PTE 640 Research Methods and Design |
| • Belmont University: | PHT 5030 Critical Inquiry I |

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Discuss critically relevant research and research design with research advisor.
- Update the literature review and methodology for the student specific topic.
- Submission of the IRB proposal for the student specific topic.
- Initiate data collection for the student specific topic.

3.2 Content outline:

- Further Development of Research Topic
- Critical Review of Literature
- IRB Process & Submission
- Initiation of Data Collection

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Literature Review for research project
- Research Methodology for research project
- IRB Proposal
- Unit Exams
- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Portney L.G. & Watkins M.P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Prentice-Hall. ISBN: 978-0131716407

- Garrard, J. (2011). *Health Sciences Literature Review Made Easy: The Matrix Method* (3rd ed.). Jones & Bartlett Publishers. ISBN: 978-0763771867.

Recommended Readings

- None

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 783
- 1.2 Course title:** Research in Physical Therapy III
- 1.3 Abbreviated course title:** Research in PT III
- 1.4 Credit hours:** 3
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites:** DPT 782
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Use of SPSS for physical therapy related data analysis, including descriptive statistics, statistical inference, analysis of differences, and analysis of relationships.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course will prepare the student to interpret and perform basic statistical analyses that will be commonly encountered in physical therapy.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. While other graduate courses, such as EDFN 501

Educational Statistic, PSY 505 Statistical Software for Behavioral Scientists, PSY 513 Advanced Statistical Analysis, NURS 620 Advanced Biostatistics, BIOL 483G Multivariate Methods in Biology, and PH 520 Biostatistics for Public Health, explore statistical methods and/or software, many of these course are guided toward discipline-specific data. DPT 783 is focused on the analysis of data within physical therapy research projects.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: None
- University of Kentucky: PT 668 Research Topics: Outcomes
- Missouri State University: PTE 650 Research and Outcome Analysis
- Belmont University: **PHT 5130 Critical Inquiry II**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Describe basic clinical research design and be able to cast appropriate statistical analyses to the design.
- Describe the rationale and process of hypothesis testing.
- Explain Type I and Type II errors.
- Explain and perform measures of effect size and power, including determination of sample size.
- Conduct and interpret t-tests and ANOVA's.
- Conduct and interpret correlational analyzes.
- Demonstrate appropriate use of SPSS software.

3.2 Content outline:

- Descriptive Statistics, Measures of Central Tendency
- Parametric statistics
 - T-test
 - ANOVA
 - Correlations
 - Regression Analysis
- Non-parametric statistics
 - Chi square analysis
- SPSS

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Assignments
- Projects
- Unit Exams
- Final Exam

- Participation/Attendance

3.4 Tentative texts and course materials:

Required Texts

- Portney L.G. & Watkins M.P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Prentice-Hall. ISBN: 978-0131716407.
- Green S.B. & Salkind N.J. (2010). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data* (6th ed.). Prentice Hall. ISBN: 978-0205020409.

Recommended Readings

- Domholdt E. (2005). *Rehabilitation Research: Principles and Applications*. (3rd ed.). WB Saunders Company, Philadelphia, PA. ISBN: 0721600298.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Access to computer lab

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 784
- 1.2 Course title:** Research in Physical Therapy IV
- 1.3 Abbreviated course title:** Research in PT IV
- 1.4 Credit hours:** 1
- 1.5 Type of course:** Research
- 1.6 Prerequisites:** DPT 783
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Continuation of the Research track in Physical Therapy. Emphasis placed on data collection and application of applied research statistics.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course has students continuing to work on their research project. It combines hands-on data collection, statistical analysis, and mentoring of manuscript/poster development.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. While other graduate courses, such as EDFN 501

Educational Statistic, PSY 505 Statistical Software for Behavioral Scientists, PSY 513 Advanced Statistical Analysis, NURS 620 Advanced Biostatistics, BIOL 483G Multivariate Methods in Biology, and PH 520 Biostatistics for Public Health, explore statistical methods and/or software, many of these course are guided toward discipline-specific data. DPT 784 is focused on results and data analysis within physical therapy research projects.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: None
- University of Kentucky: None
- Missouri State University: PTE 660 Management of Research Projects
- Belmont University: **PHT 5240 Critical Inquiry III**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Develop a Results section with appropriate statistical analyses.
- Write up and explain Results section.
- Write up appropriate Discussion section.
- Prepare a Research Poster.
- Develop a draft of a publishable Manuscript.

3.2 Content outline:

- Continue Data Collection
- Statistical Analysis
- Preparation of Research Poster
- Draft of Manuscript

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Research Poster
- Preliminary Manuscript

3.4 Tentative texts and course materials:

Required Texts

- Portney L.G. & Watkins M.P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Prentice-Hall. ISBN: 978-0131716407.
- Green S.B. & Salkind N.J. (2010). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data* (6th ed.). Prentice Hall. ISBN: 978-0205020409.

Recommended Readings

- Domholdt E. (2005). *Rehabilitation Research: Principles and Application*. (3rd ed.). WB Saunders Company, Philadelphia, PA. ISBN: 0721600298.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: SPSS software

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 785
- 1.2 Course title:** Research in Physical Therapy V
- 1.3 Abbreviated course title:** Research in PT V
- 1.4 Credit hours:** 1
- 1.5 Type of course:** Research
- 1.6 Prerequisites:** DPT 784
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Continuation of the Research track in Physical Therapy, with emphasis on research project completion and preliminary presentation to research advisor.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists.

More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course has students completing work on their research project and working to complete manuscript and research presentation.

- 2.2 Projected enrollment in the proposed course:** 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are no graduate courses with content offered from the physical therapy doctoral perspective.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: None
- University of Kentucky: None
- Missouri State University: PTE 660 Management of Research Projects
- Belmont University: **PHT 5240 Critical Inquiry III**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Complete data collection and statistical analyses.
- Successfully present preliminary research findings to their research advisor.
- Prepare a completed research manuscript.

3.2 Content outline:

- Completion of Data Collection & Statistical Analysis
- Preparation of Research Presentation
- Continued Manuscript Development

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Preliminary Research Presentation
- Manuscript

3.4 Tentative texts and course materials:

Required Texts

- Portney L.G. & Watkins M.P. (2009). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). Prentice-Hall. ISBN: 978-0131716407.
- Green S.B. & Salkind N.J. (2010). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data* (6th ed.). Prentice Hall. ISBN: 978-0205020409.

Recommended Readings

- Domholdt E. (2005). *Rehabilitation Research: Principles and Applications*. (3rd ed.). WB Saunders Company, Philadelphia, PA. ISBN: 0721600298.

4. Resources:

4.1 Library resources:

Please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.2 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

5.2 Special equipment needed: SPSS software

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Allied Health/Doctor of Physical Therapy Sept. 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Doctor of Physical Therapy Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu 745-4070

1. Identification of proposed course:

- 1.1 Course prefix and number:** DPT 790
- 1.2 Course title:** Physical Therapy Seminar
- 1.3 Abbreviated course title:** Physical Therapy Seminar
- 1.4 Credit hours:** 1
- 1.5 Type of course:** Seminar
- 1.6 Prerequisites:** DPT 785
Open only to DPT students in good standing
- 1.7 Course catalog listing:**
Completion of research project with dissemination of results in manuscript form and formal presentation to faculty and area clinicians.

2. Rationale:

2.1 Reason for developing the proposed course:

The content of this course is required according to the Commission of Accreditation in Physical Therapy Education's (CAPTE) "Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. More specifically, content in this course is required according to

- CC-2. The physical therapist professional curriculum includes content and learning experiences in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences.

This course, the culmination of the research track, requires students to formally present their research findings to faculty, area clinicians, and classmates. Students are also required to complete a manuscript suitable for submission and publication.

2.2 Projected enrollment in the proposed course: 30 per annual cohort

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

There are no similar graduate courses offered by the department.

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

There are not any graduate courses with similar content offered from the physical therapy doctoral perspective. Other departments offer seminars where students may present discipline-specific project results; such courses include SMED 630 Action Research Seminar, EDU 698 Seminar: Advanced Portfolio Project, NURS 512 Research Applications, and NURS 780 Clinical Practicum). DPT 790 is focused on student presentations and manuscript preparations of physical therapy research projects.

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

Due to the above mentioned accreditation criteria, the content in this course must be covered by accredited physical therapy programs. Similar courses offered by other institutions are:

- Bellarmine University: PT 740 Capstone Project
- University of Kentucky: PT 669 Research Topics: Outcomes
- Missouri State University: PTE 780 Research and Outcome Analysis: Completion and Presentations
- Belmont University: **PHT 5460 Critical Inquiry V**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of the course, students will be able to:

- Complete written research project in manuscript form.
- Present research project to faculty and area clinicians.

3.2 Content outline:

- Research Presentation
- Manuscript

3.3 Student expectations and requirements:

Student learning will be evaluated based upon the following types of assignments:

- Research Presentation
- Manuscript

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources:

4.2 Please see the attached Library Resource document, “Library Resource Report: Doctor of Physical Therapy Program”, prepared by Carol Watwood, Health Science Librarian, as a requirement for the Proposal to Create a New Major Program.

4.3 Computer resources: None Required

5. Budget implications:

5.1 Proposed method of staffing:

Staffing for all DPT courses will be provided by new faculty members in the Doctor of Physical Therapy program. For full budgetary information regarding resources for staffing, please refer to the Proposal to Create a New Major Program Resources section.

- | | | |
|------------|--|--------------------------|
| 5.2 | Special equipment needed: | None |
| 5.3 | Expendable materials needed: | None |
| 5.4 | Laboratory materials needed: | None |
| 6. | Proposed term for implementation: | Fall 2012 |
| 7. | Dates of prior committee approvals: | |
| | Allied Health/Doctor of Physical Therapy | <u>Sept. 30, 2011</u> |
| | CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| | Graduate Council | <u>November 10, 2011</u> |
| | University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health & Human Services
Department of Public Health
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Cecilia Watkins. cecilia.watkins@wku.edu (270) 745-4796

1. Identification of proposed course:

- 1.1 Course prefix and number: PH 502
- 1.2 Course title: Health Promotion in the Workplace
- 1.3 Abbreviated course title: Health Promotion/Workplace
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Admission to a graduate program and permission of instructor
- 1.7 Course catalog listing: Provides specific skills and concepts for worksite health promotion as it pertains to designing, implementing, and evaluating multifaceted health promotion programs in the workplace. Additional skills acquired in this course include financial and marketing strategies, policy development, and effective communication between employer and employee.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The demand for worksite health promotion has grown significantly in the past several years. Employers are looking for individuals trained in the area of worksite health promotion to assist with effective health promotion program planning to reduce health care costs, increase presenteeism and decrease absenteeism. As our national policy to promote prevention grows, the demand for trained professionals to meet the workforce demands of health promotion in the workplace will also grow. Few colleges or universities are preparing to meet those demands, which is an opportunity for WKU to become a leader in preparing trained worksite health promotion specialists to fill the workforce needs in worksite wellness. This course will attempt to meet those demands.
- 2.2 Projected enrollment in the proposed course: 30 students per year
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will replace PH 402G, suspension pending
- 2.4 Relationship of the proposed course to courses offered in other departments:
The MPH Program Public Health Education option is seeking to increase the number of electives. This course will offer graduate skills and techniques that are worksite specific and not available in any other course in this department. This course will also work well with PH 584, Principles of Environmental Health and EHS 572, Environmental & Occupational Epidemiology. PH 584 has an occupational health component, which is a valued skill in the workplace. EHS 572

covers exposures at the workplace, which can affect the health of workers and knowledge in this area would benefit both employer and employees.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Very few graduate programs in public health education offer worksite health promotion courses. The University of North Carolina, Charlotte offers a Master of Education in Health Education with an emphasis in Worksite Health Promotion. East Carolina offers a MA in Health Education with three elective graduate worksite courses. UT-Chattanooga offers a MS in Health and Human Performance with an emphasis in Worksite Health and Productivity. University of FL, University of Georgia, University of Arkansas and the University of West Virginia offer a single graduate course in worksite health promotion. WKU would be the only university in Kentucky offering a course in this growing field.

3. Discussion of proposed course:

3.1 Course objectives:

- Demonstrate the rationale for a company to invest in a worksite health promotion program.
- Prepare and demonstrate a fiscally sound proposal for the establishment of a worksite health promotion program.
- Review and analyze secondary and/or primary data concerning cohort health information.
- Effectively design, implement, and evaluate multifaceted health promotion programs in the workplace.
- Apply a marketing strategy to promote worksite health promotion program in the workplace, including the effective use of incentives for maximizing participant participation.
- Investigate sound policies that would promote health in the workplace, which include a supportive environment for health.

3.2 Content outline:

- The Rationale for Worksite Health Promotion
- Determining Employees' Needs and Interests
- Preparing Purposes and Goals
- Undertaking Financial Preparations
- Building a Healthy Worksite Environment
- Promoting and Implementing Worksite Programs
- Evaluating Health Promotion Efforts
- Working with Companies
- Successful Worksite Health Promotion Careers

3.3 Student expectations and requirements:

Students will acquire skills needed to address the health needs of the worksite, while effectively working within this specific population. They will complete written projects, on-site assignments, a mid-term and a comprehensive exam.

3.4 Tentative texts and course materials:

Chenoweth, David H., (2011). Worksite Health Promotion. (3rd edition). Human Kinetics.

O'Donnell, Michael P., (2002). Health Promotion In The WorkPlace. (3rd edition).
Delmar / Thomson Learning.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staff and equipment are adequate. No new budget allocations required. Current faculty will teach.
- 5.2 Special equipment needed: No new equipment needed.
- 5.3 Expendable materials needed: Routine supplies for the course will be provided by the Department of Public Health, with ordinary allocations of the operating budget.
- 5.4 Laboratory materials needed: None needed.

6. Proposed term for implementation: Fall, 2012

7. Dates of prior committee approvals:

Department of Public Health: _____10/04/11_____

CHHS Graduate Curriculum Committee _____10/18/11_____

Graduate Council _____November 10, 2011_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 702
- 1.2 Course title: Educational Leadership Doctoral Program Orientation
- 1.3 Abbreviated course title: Ed Lead Doc Prog Orientation
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program.
- 1.7 Course description: An introduction to key concepts of educational leadership and research with emphasis on foundational knowledge and skill development, as well as program, research, and professional development planning.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will replace the current EDLD 700 - Orientation to Doctoral Studies course. Having now worked with several students through the program process, the faculty have a clearer idea of what sequence of content and skills EdD students need to be successful. Faculty have determined that EDLD 700 does not warrant the awarding of 6 credit hours. The substitution of the proposed new 3-hour orientation course will allow students an additional 3 hours to apply toward more content focused coursework.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 700 course presently in the EdD program that, as described in 2.1, has been determined should be replaced.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other graduate programs have orientation courses (e.g., BIOL 500, SOCL 505, TCHL 500), but none have content appropriate to the EdD program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to introductory or doctoral seminar courses offered at other doctoral degree granting universities. For example, the University of Pittsburgh offers ADMPS 3003, APS Doctoral Core 1, which helps students explore expectations of doctoral study, gain an overview of issues in the field, and participate in experiences for orientation and alignment of personal goals with program curriculum.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
 - Understand behaviors, skills, and characteristics that can enhance progress during graduate work
 - Articulate goals, direction, purpose, and motivation related to the program
 - Describe further coursework, challenges, and personal development needed to successfully navigate the doctoral program
 - Demonstrate camaraderie and supportive team processes within the cohort
 - Articulate seminal events, concepts, and leaders in the development of the American education system and theories of effective leadership
 - Describe contemporary issues, questions, and concerns relevant to practitioners of educational leadership;
 - Identify key purposes for and differences in qualitative and quantitative research methodologies
 - Demonstrate foundational skills related to critical reading and thinking, analysis and inquiry, and scholarly writing
 - Describe issues and principles related to conducting ethical research

- Identify opportunities within the program to apply inquiry methods to identified questions/problems, to realize personal growth and development, and to enhance the learning experience
- 3.2 Content outline: Topics will include the following:
- Introduction to the educational leadership doctoral program
 - Leadership and team-building exercises and assessments with an emphasis on program planning and career development
 - Introduction to key figures and concepts related to the development of the American education system and educational and organizational leadership
 - Discussion of purposes for and differences between quantitative research and qualitative research
 - Development of foundational skills related to critical reading and thinking, analysis and inquiry, and scholarly writing
 - Introduction to library resources and statistical software
- 3.3 Student expectations and requirements:
- Participation in team building, program and career planning, and other course related activities
 - Participation in class discussions about topics related to course content
 - Presentations or written assignments on assigned topics related to course content
- 3.4 Tentative texts and course materials:
- Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston: Pearson.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th edition). San Francisco: Jossey-Bass.
4. **Resources:**
- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.
5. **Budget implications:**
- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.
6. **Proposed term for implementation:** Spring 2012
7. **Dates of prior committee approvals:**
- | | |
|--|-----------------------------|
| EDD Leadership Council | <u>05/06/2011</u> |
| Educational Administration, Leadership, & Research | <u>8/18/2011</u> |
| CEBS Curriculum Committee | <u>10/04/2011</u> |
| Professional Education Council | <u>10/12/2011</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u> </u> |
- Attachments: Library Resources Form, Course Inventory Form**

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 797
- 1.2 Course title: Dissertation Seminar
- 1.3 Abbreviated course title: Dissertation Seminar
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program and admission to candidacy or permission of instructor and EdD Director
- 1.7 Course description: A seminar designed to assist students in conceptualizing and developing the research for their dissertation. Emphasizes writing and research skills needed to complete the prospectus and begin writing the dissertation.

2. Rationale:

- 2.1 Reason for developing the proposed course: 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. The support will take three forms: (a) technical course content will cover conceptualizing the research, methodological techniques, understanding the different chapters of the dissertation, and producing drafts of beginning chapters; (b) coordination with the student's dissertation chair as the student develops the prospectus and other dissertation drafts; (c) formation and confirmation of the student's dissertation-support networks, in which several students develop informal groupings for regular contact during the relatively isolated work on the dissertation.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be recommended to all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will serve as a supplement to EDLD 799 – Dissertation. Instead of completing 12 hours of EDLD 799 credit, students may choose the proposed 3 hour course for a more guided approach to starting the dissertation and then use the remaining 9 hours for EDLD 799.
- 2.4 Relationship of the proposed course to courses offered in other departments: The EALR department at one time offered EDFN 700 - Research Design and the Dissertation as part of the WKU/U of L Cooperative Doctoral Program. That course was intended for students who were beginning work on their dissertation research projects. It provided opportunities for students to read and discuss research studies from the literature, examining the rationale for the design, methodology, and statistical procedures used by the authors. This and other courses may be removed from the course inventory as the cooperative program graduates its last students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to the proposed course are offered at other universities that offer the Educational Leadership doctoral degree. The following are examples:

Iowa State University

Higher Education 615H – Dissertation Seminar. This seminar is designed as a semi-structured working group to assist students in various stages of the dissertation process, although emphasis is placed squarely on development of the first three dissertation chapters

Northern Kentucky University

EDD 849 - Dissertation Seminar. Learning associates will develop an action research dissertation proposal. Topics will include integration of research methodology, measurement, and statistics; research ethics; IRB training; time management; navigating the dissertation project. The

application of descriptive statistics includes measures of central tendency, measures of dispersion, and graphical summaries.

University of Massachusetts – Boston

HighEd 891 – Dissertation Seminar I. This three-credit seminar is designed to assist students in developing research ideas, writing their research plan, preparing a dissertation proposal, and forming a dissertation committee. (3 credits)

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
- Understand different dimensions to be considered in selection of a dissertation committee.
 - Articulate how the dissertation topic fits into the current state of the art and how it helps advance that knowledge base.
 - Understand the components that compromise the different chapters and sections of the dissertation.
 - Produce a prospectus with research design appropriate for the research question--to be signed by the dissertation committee.
 - Produce a draft of Chapter I.
 - Conceptualize hierarchical and subordinate points in outlining, particularly for Chapter II.
 - Produce a draft outline of Chapter II, incorporating information from literature relevant to the topic.
 - Produce a draft outline of Chapter III.
 - Demonstrate working knowledge of how to present results for Chapter IV (tables and concomitant paragraphs for quantitative, interpretive discourse for qualitative).
 - Implement ongoing “Note Bene” (NB) list for consideration in the Discussion in Chapter V.
 - Apply the notion of “looping back” on the literature in Discussion in Chapter V.
 - Retrieve information from the library and Internet.
 - Review principles related to accurately acknowledging the works/thoughts of others and avoiding plagiarism.
 - Demonstrate skill in writing in a scholarly manner, including compliance with current APA Publication Manual and WKU Graduate Studies guidelines.
- 3.2 Content outline: Topics will include the following:
- The dissertation process, including:
 - Committee selection
 - Mentoring relationships
 - Comprehensive examination
 - Prospectus
 - Proposal
 - Proposal and Dissertation defense
 - Formatting
 - Scientific thinking, the state of the art, and advancing the field.
 - Outlining, with emphasis on hierarchical links (superordinate and subordinate points) and eliminating redundancy.
 - The parts of a dissertation and the components therein:
 - Chapter I, Statement of the Problem
 - Chapter II, Review of the Literature
 - Chapter III, Methodology
 - Chapter IV, Results
 - Chapter V, Discussion and Conclusions
 - References
 - Appendices
 - Preface pages (including Abstract)
 - Presentations by students on their dissertation research.
 - Written assignments, including:
 - Prospectus--signed by committee
 - Draft of Chapter I
 - Chapter II--Content Heads Outline
 - Chapter III--Content Heads Outline

- 3.3 Student expectations and requirements: Students will be expected to read assigned texts, articles, and materials and to be prepared to participate actively in class discussions. The completed prospectus must be signed by members of the dissertation committee. Written assignments (i.e., chapters I-III and other documents) should reflect scholarly standards. Examinations and quizzes will be given as needed. Assignments/tests may require group participation. Oral reports on student dissertation topics are central to the course.
- 3.4 Tentative texts and course materials:

Bloom, D. F., Karp, J. D., & Cohen, Nicholas (1998). *The Ph.D. process: A student's guide to graduate school in the sciences*. New York, NY: Oxford University Press.

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.

Creswell, J. D. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pyrczak Publishing.

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation*. Thousand Oaks, CA: Corwin Press.

Glicken, M. D. (2003). *Social research: A simple guide*. Boston: Allyn & Bacon.

Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches*. Glendale, CA: Pyrczak Publishing.

Pyrczak, F. (2000). *Completing your thesis or dissertation*. Los Angeles, CA: Pyrczak Publishing.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn & Bacon.

Thomas, R. M. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

4. **Resources:**

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. **Budget implications:**

- 5.1 Proposed method of staffing: Existing faculty associated with the EdD program will teach the course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Spring 2012

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

| | |
|--|-----------------------------|
| EDD Leadership Council | <u>5/6/2011</u> |
| Educational Administration, Leadership, & Research | <u>8/18/2011</u> |
| CEBS Curriculum Committee | <u>10/4/2011</u> |
| Professional Education Council | <u>10/12/2011</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u> </u> |

Attachments: Library Resources Form, Course Inventory Form

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

Contact Person: Cassie Zippay, cassie.zippay@wku.edu, 745-2679; Janet Applin, janet.applin@wku.edu, 745-6105

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 570
- 1.2 Course title: Educational Assessment for P-12 Learners
- 1.3 Abbreviated course title: Edu Assess P-12 Learners
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Admission to initial certification graduate program or instructor permission
- 1.7 Course catalog listing: Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course will serve as one of the core courses in the degree programs being proposed for the Master of Arts in Teaching (MAT) degree. This course is designed to develop the knowledge and skills in assessment required of classroom teachers. Instruction is informed and guided by both formal and informal assessment. All teachers must have deep knowledge and well-developed skills regarding educational assessment.
- 2.2 Projected enrollment in the proposed course: Based on the number of students in the Alternate Route to Certification and initial certification Master Of Arts in Education (MAE) programs, enrollment is projected to be 50 students per academic year.
- 2.3 Relationship of the proposed course to courses now offered by the department: While other graduate courses within the School of Teacher Education explore assessment (e.g., EXED 530; LTCY 520; TCHL 550, 554, & 558), they are designed for graduate students who hold teaching certification and are seeking advanced preparation in their chosen field. The proposed course is designed for those seeking initial certification with no previous classroom experience and will focus on high stakes assessments as well as formative and summative assessment skills required of teachers to document student learning.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Examples of graduate courses in the Department of Psychology that relate to assessment in education are PSY 510 – Advanced Educational Psychology; PSY 560 – Cognitive and Intellectual Assessment; and PSY 561 – Advanced Assessment in Educational Settings. While these courses briefly cover information needed for students in initial certification teacher education programs, they are designed for students with background in psychometric properties and formal assessment administration. Students in the proposed course are assumed to have no background in the psychometric properties of assessment and will require foundational information in assessment as it relates to the classroom teacher.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Some of the content of the proposed course is widely covered in teacher education, counselor education, and educational psychology departments across the country. Many universities, such as the University of Delaware, have educational assessment courses, e.g., EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to the proposed course is more likely to be covered in courses specifically focused on tests and measurement. For example, the University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment, although this is not required of teachers in master's programs. Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered courses similar to the proposed new course on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction

through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University, while similar in some content of the proposed course, focuses only on psychometric principles related to validity and professional/ethical testing practices.

The specific content of the proposed course will be geared toward master's level students with no teacher certification and will therefore focus more on how assessment is used by classroom teachers in relation to instruction and to student learning in P-12 settings.

3. Discussion of proposed course:

3.1 Course objectives:

At the conclusion of the course, students will

- understand the relation of assessment to instruction
- understand the purposes and forms of classroom assessment
- plan and create classroom assessments
- understand the advantages and limitations of item types (true-false, essay, etc.)
- construct effective test items
- evaluate, interpret, and improve classroom assessments
- use, evaluate, and interpret standardized test scores
- understand the psychometric properties of assessment (reliability, validity, etc.)
- understand the teacher standards related to testing
- explore issues related to high-stakes accountability assessments (achievement gaps, diversity, etc.)
- Disaggregate high-stakes assessment data

3.2 Content outline:

Context, Issues, and Trends in Educational Testing

Exploration of the history of test-based reform, current trends and concerns about testing.

Psychometric Properties and Vocabulary of Testing

Investigation of forms of validity and reliability, measures of central tendency, test item types, and descriptive statistics.

Developing Assessments

Exploration of best practice and development of teacher made and informal assessments for classroom instruction purposes.

Using Assessment to Inform Instruction

Investigation of principles of classroom assessment, relation of assessment to instruction (learning targets, etc.), differences in the functions of assessment (placement, formative, diagnostic, summative)

Evaluating and Interpreting Tests and Test Scores

Investigation of accurate interpretation of criterion-referenced and norm-referenced scores, characteristics of different types of derived scores (percentile ranks, grade equivalents, standard scores, stanines, etc.)

3.3 Student expectations and requirements:

Students will read, think, share ideas, question, and learn together. During this course of study students will critically read, view, and analyze the assigned course readings and materials. In addition, students will analyze school accountability data and demonstrate proficiency in using

classroom assessment to inform instruction. Student learning will be evaluated through analyses of cognitive assessments, test critiques, participation, and written analyses of school accountability data and classroom assessment.

- 3.4 Tentative texts and course materials:
Nitko, A.J., & Brookhart, S.M. (2011). *Educational assessment of students* (6th ed.), Upper Saddle River, NJ: Allyn & Bacon.

4. Resources:

- 4.1 Library resources:
Existing resources are sufficient for the proposed course.
- 4.2 Computer resources:
Existing resources are sufficient for the proposed course.

5. Budget implications:

- 5.1 Proposed method of staffing:
Current faculty and staff
- 5.2 Special equipment needed:
None
- 5.3 Expendable materials needed:
None
- 5.4 Laboratory materials needed:
None

6. Proposed term for implementation:

7. Dates of prior committee approvals:

| | |
|--------------------------------|------------------------------|
| School of Teacher Education | <u>09/09/2011</u> |
| CEBS Curriculum Committee | <u>10/04/2011</u> |
| Professional Education Council | <u>10/12/2011</u> |
| Graduate Council | <u>__November 10, 2011__</u> |
| University Senate | <u>_____</u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105 or 745-4014

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 589
- 1.2 Course title: Advanced Internship for the MAT
- 1.3 Abbreviated course title: Adv. Internship For MAT
- 1.4 Credit hours and contact hours: 6.0
- 1.5 Type of course: I
- 1.6 Prerequisites/corequisites: Admission to initial certification graduate program, instructor permission, and admission to professional education unit.
- 1.7 Course catalog listing: Students complete the state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course has been developed as part of the proposed MAT programs being developed in the School of Teacher Education and will serve as the field experience and mentoring course for students in the MAT programs for initial teacher certification.
- 2.2 Projected enrollment in the proposed course: Based on the number of inquiries by prospective students and previous internship courses in the alternate route to teacher certification programs, enrollment is projected to be 10-25 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: Alternate Route to Certification and Initial Certification Master of Arts in Education (MAE) programs offered in the School of Teacher Education currently include internship course requirements (EXED 590; IECE 524; EDU 590; SMED 590). Other programs related to teacher preparation offer internship courses in their programs as well (LTCY 595; LME 592). This course will replace or compliment other graduate level initial certification internship courses as all initial certification master's level programs including the alternate route to certification programs are being proposed for leading to the MAT in place of the MAE. While specific programs may use existing internship courses designed for their particular discipline, the proposed course will replace EDU 590 for the Secondary MAT program.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Graduate courses in the College of Education and Behavioral Sciences providing field experience, practica, and/or internship experiences are plentiful. The departments of Counseling and Student Affairs, Psychology, and Educational Administration, Leadership and Research all offer courses that require students to practice their field in authentic settings specific to their field of study. These courses identify themselves as practicum, field experience, and internship courses and include CNS 595; EDAD 598; EDAD 645; and PSY 562. The difference between these other internship-like courses and the proposed course is that the proposed course is specific to those graduate students seeking initial teacher certification in their field of specialization such as secondary education including the GSKyTeach residential initial certification program, special education, and interdisciplinary early childhood education.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Field Experience, or Internship, courses are the cornerstone of most teacher preparation programs across the country. All teacher preparation programs at WKU's 19 benchmark institutions include field experience courses identified as field experience, practica, and/or internships. The proposed course will be similar to courses at other institutions in that initial certification MAT students will be required to demonstrate and apply their skills in authentic P-12 classrooms commensurate with their disciplines with supervision and mentoring from master teachers and university personnel.

The table below lists a sampling of master's level internship type courses offered at selected benchmark institutions:

| Benchmark Institution | Internship/Field Experience/Practicum Course Offered |
|-----------------------------------|--|
| Ball State University | SPCED 617 Practicum: Infants, Toddlers, and Preschoolers SPCED 656 Practicum in Teaching Students EDSEC 690 Practicum in Secondary Education |
| Eastern Illinois University | SPE 5770 Practicum in Special Education SPE 5925 Field Experience in Early Childhood Special Education |
| Middle Tennessee State University | ELED 5260 Practicum in Elementary Education SPED 5260 Practicum in Special Education ELED 7380 Internship in Curriculum & Instruction |
| Western Illinois University | ECH 549 Practicum in Early Childhood Education SCED 602 Practicum in Science Education |

3. Discussion of proposed course:

3.1 Course objectives:

Students will show proficiency in each of the below skills based upon the Kentucky Teacher Standards:

- Develop ability to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills the candidate will:
- Design/plan viable instruction
- Create a dynamic learning climate
- Introduce/implement/manage efficient instruction
- Assess learning and communicate results to students and others
- Reflect/evaluate teaching and learning
- Collaborate with colleagues and others to design, implement, and support learning programs
- Evaluate his/her own performance with respect to modeling and teaching Kentucky's learning goals implements a personal professional growth plan
- Demonstrate a current and sufficient knowledge of certified content area
- Use technology to support instruction, access and manage data, enhance professional growth and productivity, communicate with colleagues and others, and conduct research
- Provide or otherwise identify leadership opportunities to improve student cognitive and social/emotional learning.

3.2 Content outline:

- School legal issues
- Conceptual framework for unit/lesson planning
- Student diversity
- Communication
- Behavior management
- Kentucky Teacher Intern Program (KTIP)
- Teacher Performance Standards
- Teacher ethics/professionalism
- Collaboration
- Teacher Work Samples

3.3 Student expectations and requirements:

3.4 Students will be assessed based on evaluations by their on-site and university supervisors on the ten Kentucky Teacher Standards. Teacher Work Samples will be required to provide additional evidence of teacher performance in addressing contextual factors, goals and assessment, instructional design, analysis of data, reflection, professional dispositions and ethical behavior.

3.5 Tentative texts and course materials:

- Copy of current Teacher Work Sample Prompt, templates and student sample
- Access to content standards appropriate to the classes students are currently teaching.

4. Resources:

4.1 Library resources:

Existing resources available are sufficient

4.2 Computer resources:

Existing resources available are sufficient

5. Budget implications:

5.1 Proposed method of staffing:

Existing staff is adequate at the current enrollment. However, it is expected that the MAT will better meet the needs of our regional constituents and additional staff may be needed if enrollment exceeds expectations

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory materials needed:

None

6. Proposed term for implementation:
Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education Sept. 9, 2011

CEBS Curriculum Committee Oct. 4, 2011

Professional Education Council Oct. 12, 2011

Graduate Council __November 10, 2011__

University Senate _____

Attachment: Library Resources Form

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HORT 426G
- 1.2 Course title: Viticulture
- 1.3 Abbreviated course title: Viticulture
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: AGRO 110 and AGRO 350 or permission of instructor.
- 1.7 Course catalog listing: An introductory study of grape culture including morphology and growth habit, geographical distribution, dormant pruning techniques, canopy management, management of grapevine pests, and vineyard establishment/maintenance.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Grape acreage and production have increased dramatically in Kentucky and throughout the United States during the past two decades. Since 1997 grape acreage in Kentucky has increased three fold and the number of licensed wineries have increased more than four fold. Therefore, students preparing for careers in agriculture would benefit from a better understanding of the culture and utilization of this species, the most valuable fruit commodity in the United States.
- 2.2 Projected enrollment in the proposed course:

Approximately 20 to 25 students per semester based upon enrollment in two previous temporary course offerings.
- 2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course will significantly expand upon the brief grape information presented in HORT 312 (Introduction to Horticulture) and HORT 412 (Modern Fruit Production). HORT 312 and HORT 412 provide introductory overviews of many horticultural crops but are not designed to provide a comprehensive understanding of the grapevine, its culture and utilization.
- 2.4 Relationship of the proposed course to courses offered in other departments:

BIOL 222/223 (Plant Biology and Diversity/Lab) provides an overview of anatomy and physiology of higher and lower plants.
GEOG 278 (Geography of Food and Agriculture) examines the relationships between crop distribution and cultural preference for those crops.

The above courses focus upon a broad array of crop and non-crop species but do not provide a comprehensive examination of any particular crop species.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Many institutions offer similar courses although currently no Kentucky post-secondary institution offers a comparable course. Comparable courses include: HORT 59000 – Commercial Grape and Wine Production, Purdue University; VWT 130 – General Viticulture, Napa Valley College; and AGP 711 – Viticulture, Missouri State University.

3. Discussion of proposed course:

3.1 Upon completion of this course students will have gained:

- Historical overview of global and domestic grape production and consumption
- Working knowledge of grapevine anatomy and morphology
- Understanding of vineyard establishment and maintenance techniques with an emphasis upon canopy management
- Understanding of the influence of site selection, soil properties and climatic conditions upon grapevine growth and fruit yield/quality
- Knowledge of grapevine pests, and techniques for their management

3.2 Content outline:

- The Grape Plant (Anatomy & Morphology)
- Grape Origin, History and Uses
- Cultivars and Clones
- Vegetative Growth and Development
- Reproductive Growth and Development
- Vineyard Establishment and Maintenance
- Seasonal Vineyard Management
- Mineral Nutrition of Grapevines
- Grapevine Pests and Pest Management

3.3 Student expectations and requirements:

Assigned readings, examinations and quizzes, and hands-on canopy management training in the WKU vineyards. Individual and/or group presentations may be assigned.

3.4 Tentative texts and course materials:

Creasy, G.L. and L.L. Creasy. (2009). Grapes: Crop Production Science in Horticulture 16. CABI Press, Cambridge, MA. 295 p.

Bordelon, B., et al. (2005). Midwest Grape Production Guide. The Ohio State University Extension, Bulletin 919. 155 p.

4. Resources:

4.1 Library resources: See attached Library Resource Form and Bibliography

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current faculty.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: WKU vineyards located on the WKU Agriculture Research and Education Complex.

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Agriculture Department: September 22, 2011

OSCE Graduate Committee: October 28, 2011

Graduate Council: __November 10, 2011__

University Senate: _____

**Potter College of Arts and Letters
Department of Philosophy and Religion
Proposal to Create a New Course
(Action Item)**

Contact Person: Michael J. Seidler, michael.seidler@wku.edu, 745-5756

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: Phil 427G
- 1.2 Course title: Philosophy of Law
- 1.3 Abbreviated course title: Philosophy of Law
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/requisites: graduate student status, and one philosophy course or permission of instructor
- 1.7 Course catalog listing: A study of theories on the nature and origin of law, basic legal concepts (obligation, right, equality, liberty, justice), legal moralism, church and state, civil disobedience, and other topics.

2. Rationale:

- 2.1 Reason for developing the proposed course:
 - to offer students in certain WKU M.A. programs (see 2.4 below) a graduate-level elective relevant to their disciplinary concentrations
 - to avail graduate students contemplating law-related careers of a course taught in many law schools and undergraduate pre-legal programs around the country
 - to provide interested graduate students with an opportunity to explore the philosophical foundations of law as a basic social institution
- 2.2 Projected enrollment in the proposed course: 20 students (every two years) -- in conjunction with Phil 427: Philosophy of Law
- 2.3 Relationship of the proposed course to courses now offered by the department: WKU has no philosophy graduate program. There are no courses dealing with legal-philosophical issues in the new Religious Studies M.A. program.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no comparable graduate courses in any other WKU departments. Hist 450G and 451G (on U.S. diplomatic history), and Hist 545 and 546 (on U.S. legal history), may provide a partial historical context for some issues addressed in Phil 427G. Because of disciplinary affinities and topical connections, Phil 427G may be of interest to students in the following MA programs at WKU: Criminology, History, Political Science, Religious Studies, Sociology, Social Responsibility and Sustainable Communities. The course's conjunction with its undergraduate counterpart (Phil 427) will ensure sufficient enrolment and availability.
- 2.5 Relationship of the proposed course to courses offered at other institutions: Graduate courses in the philosophy of law or the associated area of jurisprudence are taught at : University of Kentucky, University of Alabama at Birmingham, Southern Illinois University at Edwardsville, Montclair State University, University of Louisville (Brandeis School of Law), Northern Kentucky University (Salmon P. Chase College of Law).

3. Discussion of proposed course:

- 3.1 Course objectives:
 - to acquaint students with classical and contemporary legal philosophers and texts
 - to enable students to detect, employ, and evaluate the basic philosophical assumptions, concepts, and terms encountered in legal opinions and discussions
 - to demythologize law by familiarizing students with different accounts of its nature, aims, and origins, and also its responsiveness to social, cultural,

political, and ideological factors

3.2 Content outline:

- I. Classical Legal Philosophers and Texts (Literature Review)
- II. Patterns of Legal Reasoning
- III. The Nature of Law
 - A. Traditional Natural Law (Cicero, Aquinas, Finnis)
 - B. Modern Natural Law (Grotius, Hobbes, Pufendorf)
 - C. Legal Positivism (Austin, Hart, Raz)
 - D. Legal Realism (Holmes)
 - E. Law as Interpretation (Dworkin)
 - F. Critical Legal Studies (gender, race, class, postmodernism)
 - G. International Law
- IV. Philosophical Concepts in Law
 - A. Liberty
 - B. Equality
 - C. Justice
 - D. Rights
 - E. Responsibility
 - F. Punishment
- V. Law and Other Social Institutions
 - A. Civil Disobedience
 - B. Church and State
 - C. Legal Moralism
 - D. Toleration
- VI. The Image of Law
 - A. Law in Literature
 - B. Comparative Law

3.3 Student expectations and requirements:

- short essays on the main segments of the course
- a research paper on a particular thinker or topic
- book and article reviews linking course topics to students' main graduate fields of study
- performance of auxiliary pedagogical functions (directing discussion sessions, commenting on short papers, select oral presentations, etc.) focused on other, undergraduate members of the class
- class participation

3.4 Tentative texts and course materials:

Aileen Kavanagh and John Oberdiek, eds., *Arguing About Law* (Routledge, 2008) / ISBN: 978-0-415-46242-6

Larry May and Jeff Brown, eds., *Philosophy of Law: Classic and Contemporary Readings* (Wiley-Blackwell, 2009) / ISBN: 978-1-4051-8387-1

Mark C. Murphy, *Philosophy of Law: The Fundamentals* (Wiley-Blackwell, 2006) / ISBN: 978-1-4051-2960-2

Adam Smith, *Lectures on Jurisprudence*, eds. R. L. Meek, D. D. Raphael, and P. G. Stein (Liberty Fund, 1982/2010), pb. | ISBN-13: 978-0865970113

Richard Posner, *How Judges Think* (Harvard, 2010) / ISBN 9780674048065

4. Resources:

4.1 Library resources: See Attachment 1.

4.2 Computer resources: Blackboard

5. Budget implications:

5.1 Proposed method of staffing: existing faculty members with expertise in moral, political, and social philosophy

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Phil & Rel Department/Division: ____Sept 21, 2011____

Potter College Curriculum Committee ____ Oct. 3, 2011 ____

Graduate Council ____November 10, 2011____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 501
- 1.2 Course title: Introduction to Probability and Statistics I
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: Permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

The faculty wishes to make it clear that this course is designed for mathematics education graduate students. The proposed prerequisite emphasizes that it is not an appropriate choice for graduate students enrolled in other programs.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2012

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science: May 11, 2011

OCSE Graduate Curriculum Committee September 23, 2011

Professional Education Council October 12, 2011

Graduate Council __November 10, 2011__

University Senate _____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 503
- 1.2 Course title: Introduction to Analysis
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

None listed.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

The faculty wishes to make it clear that this course is designed for mathematics education graduate students. The proposed prerequisite emphasizes that it is not an appropriate choice for graduate students enrolled in other programs.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2012

7. Dates of prior committee approvals:

| | |
|---|------------------------------|
| Department of Mathematics and Computer Science: | <u>May 11, 2011</u> |
| OCSE Graduate Curriculum Committee | <u>September 23, 2011</u> |
| Professional Education Council | <u>October 12, 2011</u> |
| Graduate Council | <u>__November 10, 2011__</u> |
| University Senate | <u>_____</u> |

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 504
- 1.2 Course title: Computer Applications to Problems in Mathematics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

None listed.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

The faculty wishes to make it clear that this course is designed for mathematics education graduate students. The proposed prerequisite emphasizes that it is not an appropriate choice for graduate students enrolled in other programs.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2012

7. Dates of prior committee approvals:

| | |
|---|------------------------------|
| Department of Mathematics and Computer Science: | <u>May 11, 2011</u> |
| OCSE Graduate Curriculum Committee | <u>September 23, 2011</u> |
| Professional Education Council | <u>October 12, 2011</u> |
| Graduate Council | <u>__November 10, 2011__</u> |
| University Senate | <u>_____</u> |

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 511
- 1.2 Course title: Secondary Mathematics from an Advanced Perspective I
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

None listed.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

The faculty wishes to make it clear that this course is designed for mathematics education graduate students. The proposed prerequisite emphasizes that it is not an appropriate choice for graduate students enrolled in other programs.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2012

7. Dates of prior committee approvals:

| | |
|---|------------------------------|
| Department of Mathematics and Computer Science: | <u>May 11, 2011</u> |
| OCSE Graduate Curriculum Committee | <u>September 23, 2011</u> |
| Professional Education Council | <u>October 12, 2011</u> |
| Graduate Council | <u>__November 10, 2011__</u> |
| University Senate | <u>_____</u> |

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 512
- 1.2 Course title: Secondary Mathematics from an Advanced Perspective II
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisites: Mathematics major, mathematics minor, or permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

The faculty wishes to make it clear that this course is designed for mathematics education graduate students. The proposed prerequisite emphasizes that it is not an appropriate choice for graduate students enrolled in other programs.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2012

7. Dates of prior committee approvals:

| | |
|---|------------------------------|
| Department of Mathematics and Computer Science: | <u>May 11, 2011</u> |
| OCSE Graduate Curriculum Committee | <u>September 23, 2011</u> |
| Professional Education Council | October 12, 2011 |
| Graduate Council | <u>__November 10, 2011__</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 510
 - 1.2 Course title: Human Behavior in the Social Environment
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** Admission to the MSW Program.
- 3. Proposed prerequisites:** Admission to the MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites:** Flexibility to allow non MSW students to take this course as a means to explore the MSW program.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

Proposal Date: September 14, 2011

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

1. **Identification of course:**
 - 1.1 Course prefix and number: SWRK 520
 - 1.2 Course title: Generalist Social Work Practice
 - 1.3 Credit hours: 3
2. **Current prerequisites/corequisites:** Admission to the Program and enrollment in SWRK 560.
3. **Proposed prerequisites/corequisites:**
Prerequisite - Admission to the MSW program.
Corequisite – SWRK 560.
4. **Rationale for the revision of prerequisites/corequisites:**
To clarify that SWRK 520 and 560 are corequisites.
5. **Effect on completion of major/minor sequence:** Not applicable.
6. **Proposed term for implementation:** Fall, 2012
7. **Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department/Division: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

1. Identification of course:

- 1.1 Course prefix and number: SWRK 522
- 1.2 Course title: Group Dynamics in Social Work Practice
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites: SWRK 500, 510, and 520.

3. Proposed prerequisites/corequisites:

Prerequisites - SWRK 501, 510, 520, and 560.
Corequisite – SWRK 561.

4. Rationale for the revision of prerequisites/corequisites:

To reflect the current curricular rotation and advising practice. SWRK 500 has not been offered since the Fall, 2003. Regarding corequisite, all students enrolled in a field course (SWRK 561) must be enrolled in a corresponding practice course (SWRK 522).

5. Effect on completion of major/minor sequence: Not applicable.

6. Proposed term for implementation: Fall, 2012

7. Dates of prior committee approvals:

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 530
 - 1.2 Course title: Foundations of Social Welfare Policy
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** Admission into the MSW Program.
- 3. Proposed prerequisites:** Admission to the MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites:** Flexibility to allow non MSW students to take this course as a means to explore the MSW program.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 540
 - 1.2 Course title: Foundations of Social Work Research Methods
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** SWRK 500 or permission of the instructor.
- 3. Proposed prerequisites:** Admission to the MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites:** SWRK 500 has not been offered since the Fall, 2003. Flexibility to allow non MSW students to take this course as a means to explore the MSW program.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | | |
|------------------------------------|---|---------------------------|
| SWRK/MSW Department | : | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | | <u>10/18/11</u> |
| Graduate Council | | <u>November 10, 2011</u> |
| University Senate | | <u></u> |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 560
 - 1.2 Course title: Foundation Field Practicum I
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites:** Admission to the MSW Program and enrollment in SWRK 520.
- 3. Proposed prerequisites/corequisites:**
Prerequisite - Admission to the MSW program.
Corequisite – SWRK 520.
- 4. Rationale for the revision of prerequisites/corequisites:**
To clarify that SWRK 520 and 560 are corequisites.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 561
 - 1.2 Course title: Foundation Field Practicum II
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites:** SWRK 560.
- 3. Proposed prerequisites/corequisites:**
Prerequisites – SWRK 520 and 560.
Corequisite – SWRK 522.
- 4. Rationale for the revision of prerequisites/corequisites:** To reflect the current curricular rotation and advising practice. Regarding corequisite, all students enrolled in a field course (SWRK 561) must be enrolled in a corresponding practice course (SWRK 522).
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 610
 - 1.2 Course title: Social Work Administration and Supervision
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** Admission to the MSW Program and completion of all 500 level courses or admission to Advanced Standing.
- 3. Proposed prerequisites:** Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites:** To clarify course prerequisites.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|-------------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> _____ |
| Graduate Council | <u>November 10, 2011</u> ____ |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 620
 - 1.2 Course title: Advanced Psycho-Social Approaches for Rural Practice
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** SWRK 521.
- 3. Proposed prerequisites/corequisites/special requirements:**

Prerequisites - Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.

Corequisite – SWRK 660.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

SWRK 521 was renumbered in the Fall 2009. Course is no longer offered. Regarding corequisite, all students enrolled in a field course (SWRK 660) must be enrolled in a corresponding practice course (SWRK 620).
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

1. Identification of course:

- 1.1 Course prefix and number: SWRK 622
- 1.2 Course title: Integrated Social Work Practice with Families
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites: None.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites - Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. SWRK 610, 620, 623, and 660.
Corequisite – SWRK 661.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

To reflect the current curricular rotation and advising practice. Regarding corequisite, all students enrolled in a field course (SWRK 661) must be enrolled in a corresponding practice course (SWRK 622).

5. Effect on completion of major/minor sequence: Not applicable.

6. Proposed term for implementation: Fall, 2012

7. Dates of prior committee approvals:

SWRK/MSW Department: September 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 623
 - 1.2 Course title: Social Work Clinical Assessment and Intervention
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** SWRK 500, 510, and 520 or advanced standing.
- 3. Proposed prerequisites/corequisites/special requirements:**

Prerequisites - Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

To clarify course prerequisites and to reflect the current curricular rotation and advising practice. Also, SWRK 500 has not been offered since the Fall, 2003.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 630
 - 1.2 Course title: Rural Social Welfare Policy
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** SWRK 530.
- 3. Proposed prerequisites/corequisites/special requirements:** Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
To clarify course prerequisites.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
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| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 640
 - 1.2 Course title: Applied Social Work Research
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** SWRK 540 or advanced standing.
- 3. Proposed prerequisites/corequisites/special requirements:** Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
To clarify course prerequisites.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 660
 - 1.2 Course title: Advanced Field Practicum I
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** Successful completion of SWRK 561 and permission of field director.
- 3. Proposed prerequisites/corequisites/special requirements:** Prerequisites - Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
Corequisite – SWRK 620
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
To clarify course prerequisites. Regarding corequisite, all students enrolled in a field course (SWRK 660) must be enrolled in a corresponding practice course (SWRK 620).
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

SWRK/MSW Department: September 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

1. Identification of course:

- 1.1 Course prefix and number: SWRK 661
- 1.2 Course title: Advanced Field Practicum II
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Prerequisite: Successful completion of SWRK 660.
Corequisite: SWRK 640.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites - Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. SWRK 620 and 660.
Corequisite – SWRK 622.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

To clarify course prerequisites. Regarding corequisite, all students enrolled in a field course (SWRK 661) must be enrolled in a corresponding practice course (SWRK 622).

5. Effect on completion of major/minor sequence: Not applicable.

6. Proposed term for implementation: Fall, 2012

7. Dates of prior committee approvals:

SWRK/MSW Department: September 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

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Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 671
 - 1.2 Course title: Social Work and the Law
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** SWRK 500 or permission of the instructor.
- 3. Proposed prerequisites:** Admission to the MSW Program or permission of the instructor.
- 4. Rationale for the revision of prerequisites:**

To clarify course prerequisites. Also, SWRK 500 has not been offered since Fall, 2003.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | _____ |

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 672
 - 1.2 Course title: Child Sexual Abuse
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** SWRK 510, advanced standing or approval of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:**
Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
To clarify course prerequisites.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

SWRK/MSW Department: September 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council November 10, 2011

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

1. **Identification of course:**
 - 1.1 Course prefix and number: SWRK 673
 - 1.2 Course title: Grief and Loss: Issues and Interventions
 - 1.3 Credit hours: 3
2. **Current prerequisites:** SWRK 520 or permission of the instructor.
3. **Proposed prerequisites:** Admission to the MSW Program or permission of the instructor.
4. **Rationale for the revision of prerequisites:** To clarify course prerequisites.
5. **Effect on completion of major/minor sequence:** Not applicable.
6. **Proposed term for implementation:** Fall, 2012
7. **Dates of prior committee approvals:**

SWRK/MSW Department: September 30, 2011

CHHS Graduate Curriculum Committee 10/18/11

Graduate Council __November 10, 2011__

University Senate

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

- 1. Identification of course:**
 - 1.1 Course prefix and number: SWRK 675
 - 1.2 Course title: Expressive Therapies in Social Work Practice
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** None.
- 3. Proposed prerequisites/corequisites/special requirements:** Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
To clarify course prerequisites.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall, 2012
- 7. Dates of prior committee approvals:**

| | |
|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 30, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of Music
Proposal to Delete a Course
(Consent Item)**

Contact Person: Robyn Swanson, robyn.swanson@wku.edu, 55925
Robyn.swanson@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MUS 559
- 1.2 Course title: Graduate Recital
- 1.3 Credit hours: 2

2. Rationale for the course deletion:

The course is not required for any of the current graduate programs in music.

3. Effect of course deletion on programs or other departments, if known:

The deletion of this course will have no effect on any music graduate programs or other WKU graduate programs.

4. Proposed term for implementation:

Spring, 2012

5. Dates of prior committee approvals:

| | |
|------------------------------------|-----------------------|
| Graduate Music Committee | August 16, 2011 |
| Music Curriculum Committee | August 17, 2011 |
| Department of Music | August 18, 2011 |
| Potter College of Arts and Letters | September 1, 2011 |
| Professional Education Council | October 12, 2011 |
| Graduate Council | __November 10, 2011__ |
| University Senate | _____ |

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of Music
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jeff Bright, jeff.bright@wku.edu, 745-4024

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MUS 511
- 1.2 Course title: Investigations of Music Education
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Investigations of Music Education
- 2.2 Proposed course title: Research Methods in Music
- 2.3 Proposed abbreviated title: Research Methods in Music
- 2.4 Rationale for revision of course title: To reflect course title as approved in the Master of Music Degree Program

3. Revise course number:

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

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 Current course catalog listing: The philosophical, historical and experimental research methods in music education and their application within 21st century teaching-learning contexts.
- 5.2 Proposed course catalog listing: The philosophical, historical and experimental research methods in music/music education and their application within 21st century teaching-learning contexts.
- 5.3 Rationale for revision of course catalog listing: To reflect research methods related to music content as well as its relationship to music education.

6. Revise course credit hours:

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

7. Proposed term for implementation: Summer 2012

8. Dates of prior committee approvals:

| | |
|--------------------------------|-------------------|
| Graduate Music Committee | August 16, 2011 |
| Music Curriculum Committee | August 17, 2011 |
| Music Department/Division: | August 18, 2011 |
| PCAL Curriculum Committee | September 1, 2011 |
| Professional Education Council | October 12, 2011 |

Graduate Council

__November 10, 2011__

University Senate

Attachment: Course Inventory Form

**Western Kentucky University
College of Health and Human Services
Department of Allied Health
Proposal to Create a New Major Program
Doctor of Physical Therapy
(Action Item)**

Contact Person: Harvey Wallmann
Program Director, Doctor of Physical Therapy program
harvey.wallmann@wku.edu
(270) 745-4070

1. Identification of program:

- 1.1 Program title:** Doctor of Physical Therapy
- 1.2 Degree Type:** DPT
- 1.3 Classification of Instructional Program Code (CIP):** 51.2308
- 1.4 Required hours in proposed major program:** 118 credit hours
- 1.5 Special information:** Please see narrative under “Resources” section

1.6 Program Admission Requirements:

Admission to the program will be 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.

The following are requirements for admission into the Doctor of Physical Therapy Program (DPT) Program:

1. Baccalaureate Degree: Prospective candidates must earn a baccalaureate degree from an accredited college or university prior to matriculation.
2. Official Transcripts from all College, University, and professional coursework.
3. Prerequisite Courses: Prospective candidates must complete the following prerequisite courses:
 - Twelve (12) hours of laboratory and lecture-based biology (an anatomy course with laboratory or an anatomy/physiology course with lab is required).
 - a. At WKU, these courses are as follows:
 - i. BIO 120/121, BIO 122/123, BIO 131, BIO 231

- Two semesters of laboratory and lecture-based inorganic (general) chemistry (for science majors).
 - a. At WKU, these courses are as follows:
 - i. CHEM 120/121, CHEM 222/223
 - Two semesters of laboratory and lecture-based physics (for science majors).
 - a. At WKU, these courses are as follows:
 - i. PHYS 231/232 and PHYS 332/233
 - ii. (or PHYS 201 and PHYS 202)
 - Six (6) hours social/behavioral sciences (psychology, sociology, anthropology, philosophy, ethics, etcetera.).
 - One semester statistics or research methods.
4. Grade Point Average (GPA): A minimum undergraduate GPA of 2.75 on a 4.0 scale, for both cumulative and prerequisite courses.
 5. Graduate Record Exam (GRE): Typically, a composite score of 1000 or higher on the verbal and quantitative sections of the GRE is preferred, for applicants who tested prior to August 1, 2011; or for applicants testing on or after August 1, 2011 on the new version of the General GRE test, the concordant score established by the Educational Testing Service. A score of 4 out of 6 is recommended on the Analytical Writing Section of the GRE.
 6. Doctor of Physical Therapy Program additional application materials:
 - DPT Program Application
 - Two Letters of Recommendation: At least one letter must be from a licensed physical therapist while the second letter may be from a professor, academic advisor, employer, or an additional physical therapist.
 - Written Personal Statement
 7. An interview may be required

1.7 Catalog description:

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.

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.

The DPT Program is an entry-level professional degree program designed to provide individuals with baccalaureate degrees and the appropriate prerequisite courses the knowledge and skills to develop clinical and research expertise in the field of physical therapy. Upon receiving the DPT degree, students will be eligible to sit for the licensure examination in physical therapy.

The Mission of the WKU Doctor of Physical Therapy program is to serve the healthcare and preventative needs of the Commonwealth of Kentucky, including rural and underserved areas, by developing culturally competent, caring, autonomous Physical Therapists who will engage in evidence based practice, critical thinking, professional behavior, life-long learning, and community/professional service.

In addition to formal lecture and laboratory courses, students are required to successfully complete clinical experiences usually conducted at external agencies/facilities. Due to the nature of these experiences and to stipulations established by agencies/facilities, specific requirements for students may exist to be eligible to participate in the clinical experiences. These requirements may include, but are not limited to, undergoing criminal background checks, drug testing, and TB skin tests; providing proof of health insurance, professional liability insurance, and/or immunization records or blood titers verifying proof of immunizations. These items may need to be updated annually. Additionally, there may be certifications, training seminars, or other requirements specified by the facility/agency that a student must meet in order to be eligible for clinical experiences at a facility. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in any on or off-campus experiences; students may be responsible in part 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.

For further information, please visit the DPT Program website (www.wku.edu/physicaltherapy). Individuals may also contact the DPT Program office at 270-745-4071 for any additional information.

2. Rationale:

2.1 Reason for developing the proposed major program:

The results of studies conducted by the Kentucky Hospital Association and the South Central Kentucky Area Health Education Center (AHEC) indicate that there were more than 100 vacant physical therapy positions in western Kentucky in 2009. Data from a 2008 Workforce Kentucky survey show that more than 960 physical therapists will be needed in Kentucky by 2012. The Workforce Kentucky 2010 forecasts to the year 2016 with a growth rate of 29% for Kentucky

and a need for 564 physical therapists. The US Bureau of Labor Statistics projects an employment growth rate of 30% for physical therapists from 2008-2018. National data from the Bureau of Labor Statistics, Occupational Handbook Outlook 2010-11 Edition, predicts a 30 percent increase in employment growth from 2008 to 2018.

Only two Physical Therapy programs are offered in Kentucky – one at the University of Kentucky (UK) and one at Bellarmine University. UK enrolls 48 physical therapy students per year at the Lexington campus and an additional 16 physical therapy students per year at Hazard Community College. As a result of the partnership between UK and Hazard Community College, eastern Kentucky has a smaller shortage of physical therapists than western Kentucky. Bellarmine University enrolls 48 students per year. National data from the Association of Schools and Allied Health Professions indicates that only 33% of qualified applicants are accepted into physical therapy programs because of limited capacity at physical therapy schools across the nation. Kentucky needs to increase its capacity to educate more physical therapists, and, given the greater shortage in western Kentucky, it is imperative that efforts be focused in this region.

2.2 Projected enrollment in the proposed major program:

The DPT program at WKU will enroll 30 students annually. A cohort model will be utilized for admission and progression of the students in the DPT program. The first cohort will be admitted for the fall of 2012. Subsequent cohorts will be admitted for summer entries to WKU. Table 1 illustrates the admission plan.

Table 1: DPT Admission Plan

| | Fall 2012 | Summer 2013 | Summer 2014 | Summer 2015 | Summer 2016 | Summer 2017 |
|------------------------------|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1 st DPT Class | 30 | 30 | 30 | | | |
| 2 nd DPT Class | | 30 | 30 | 30 | | |
| 3 rd DPT Class | | | 30 | 30 | 30 | |
| 4 th DPT Class | | | | 30 | 30 | 30 |
| 5 th DPT Class | | | | | 30 | 30 |
| 6 th DPT Class | | | | | | 30 |
| Totals | 30 | 60 | 90 | 90 | 90 | 90 |

A variety of undergraduate majors with baccalaureate degrees will be able to apply for admission into DPT. Typically, students major in biology, health science, or exercise science for consideration in DPT programs. However, students from any degree program who complete prerequisites for physical therapy may apply.

2.3 Relationship of the proposed major program to other programs now offered by the department:

There are no current Physical Therapy courses or curriculum being offered by the department. There are no current graduate programs being offered by the department.

2.4 Relationship of the proposed major program to other university programs:

There is no current Physical Therapy program being offered in any college or department at WKU. The Doctor of Education (EdD) in Educational Leadership and the Doctor of Nursing Practice (DNP) are other doctoral programs offered at WKU. The EdD is administratively housed in the College of Education and Behavioral Sciences and has a primary focus of preparing educational practitioners and education-related organizational practitioners to become scholarly in obtaining and synthesizing knowledge and in solving institutional problems; the program builds upon a minimum of a master's degree and culminates in a research dissertation. The DNP is housed within the College of Health and Human Services (CHHS) and has a focus of preparing advanced practice nurses to become leaders in the healthcare environment. A practice-focused degree, post-professional degree, the DNP involves immersion experiences and culminates in a clinically-oriented, evidence-based research project. The DNP has options for program entry for nurses with either a master's or baccalaureate degree in nursing.

Similar to the DNP, the DPT will be a practice-focused doctoral program. The DPT is an entry-level doctoral program, will build upon a baccalaureate degree with appropriate prerequisites, and will focus on preparing competent physical therapists with clinical and research skills in physical therapy. The DPT will include clinical education experiences and culminate in a research project.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

There are currently two other accredited Physical Therapy programs offered in the Commonwealth of Kentucky:

- Bellarmine University, Louisville
- University of Kentucky, Lexington.

Other Regional Accredited Physical Therapy programs:

- Belmont University, Nashville
- Evansville University, Evansville
- Tennessee State University, Nashville

Additional Benchmark Institutions with Accredited Physical Therapy programs:

- Missouri State University, Springfield
- Northern Arizona University, Flagstaff
- Oakland University, Rochester, MI
- Wichita State University, Wichita
- Youngstown State University, Youngstown

Please refer to enclosed chart detailing the above programs illustrating current credit hour requirements.

2.6 Relationship of the proposed major program to the university mission and objectives:

WKU Mission Statement: Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.

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 underserved 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.

As is evidenced by the University Statement of Purpose and Core Values, it is apparent the WKU Administration believes in serving and improving the community. For example, one of the Core Values of WKU is to positively influence the quality of life of the residents of Kentucky, especially those in our immediate area. As mentioned in the mission of the DPT Program, quality of life is also a foundational aspect and goal of the DPT Program. Further similarities exist with regard to the concepts of lifelong learning, research activities, and service to various constituencies.

3. Objectives of the proposed major program:

The objectives of the DPT Program are:

1. To prepare students, through critical thinking, scientific inquiry, clinical excellence, and critical consumption of evidence-based literature, to be the provider of choice for physical therapy services.
2. To prepare students to work as autonomous physical therapists, (as clinicians, educators, researchers, administrators, supervisors, and consultants) in a wide variety of settings, by enabling them to differentially diagnose, establish an appropriate plan of care, and provide referral when appropriate.
3. To prepare students to provide services to a culturally and geographically diverse population across the continuum of care in an ever changing healthcare environment.
4. To prepare students to effectively work interdependently with other healthcare professionals in leadership, collaborative, or subordinate roles and to address patient care, professional, or policy issues.
5. To prepare students in the promotion of health awareness and wellness as well as disease prevention education.

6. To prepare students to be committed to education and life-long learning as it relates to personal and professional development, professionalism, and legal-ethical issues impacting physical therapy personnel.
7. To prepare students to participate in public service opportunities including: urban and rural communities, the profession of Physical Therapy, and other health related disciplines.

4. Program description:

The curricular model for the DPT Program is a 3 year full-time “Lock-Step” cohort program. Students accepted into the program must successfully complete all courses each semester prior to beginning any courses the following semester. There will not be any elective courses; all 45 courses in the following table, totaling 118 total credit hours, are required to complete the program.

4.1 Curriculum:

Table 2: DPT Curriculum

| Course Number and Title | Credit Hours |
|---|---------------------|
| DPT 700 Orientation to Physical Therapy | 1 |
| DPT 702 Cultural and Rural Issues | 1 |
| DPT 705 Topics in Physical Therapy | 1 |
| DPT 711 Principles of Physical Assessment I | 1 |
| DPT 712 Principles of Physical Assessment II | 2 |
| DPT 713 Principles of Physical Assessment III | 2 |
| DPT 714 Fundamentals of Therapeutic Exercise | 2 |
| DPT 715 Patient Care Techniques | 3 |
| DPT 720 Gross Human Anatomy I | 2 |
| DPT 721 Gross Human Anatomy I Lab | 1 |
| DPT 722 Gross Human Anatomy II | 2 |
| DPT 723 Gross Human Anatomy II Lab | 1 |
| DPT 724 Pathophysiology | 4 |
| DPT 726 Orthopaedic Foundations | 3 |
| DPT 727 Health Promotion and Wellness | 2 |
| DPT 728 Clinical Exercise Physiology | 2 |
| DPT 729 Pharmacology in Physical Therapy | 3 |
| DPT 736 Neuroanatomy | 3 |
| DPT 737 Neurophysiology | 3 |
| DPT 738 Motor Control | 2 |
| DPT 740 Physical Modalities | 3 |
| DPT 742 Diagnostic Testing and Imaging | 2 |
| DPT 745 Wound Care | 2 |
| DPT 746 Orthopaedic Assessment | 4 |
| DPT 747 Women's Health in Physical Therapy | 2 |
| DPT 748 Prosthetics and Orthotics | 2 |
| DPT 751 Supervised Clinical Education I (8 weeks) | 6 |
| DPT 752 Supervised Clinical Education II (7 weeks) | 5 |
| DPT 753 Supervised Clinical Education III (8 weeks) | 6 |
| DPT 754 Supervised Clinical Education IV (6 weeks) | 4 |
| DPT 755 Supervised Clinical Education V (6 weeks) | 4 |
| DPT 760 Professional Issues | 2 |
| DPT 762 Physical Therapy Management and Administration | 3 |
| DPT 770 Orthopaedic Rehabilitation | 4 |
| DPT 771 Neurological Rehabilitation | 4 |
| DPT 772 Cardiopulmonary Rehabilitation | 2 |
| DPT 774 Spine Assessment and Intervention | 3 |
| DPT 775 Differential Diagnosis | 4 |
| DPT 779 Physical Therapy across the Lifespan | 3 |
| DPT 781 Research in Physical Therapy I | 3 |
| DPT 782 Research in Physical Therapy II | 3 |
| DPT 783 Research in Physical Therapy III | 3 |
| DPT 784 Research in Physical Therapy IV | 1 |
| DPT 785 Research in Physical Therapy V | 1 |
| DPT 790 Physical Therapy Seminar | 1 |
| Total Hours | 118 |

4.2 Accreditation, certification, approval, and/or licensure:

The DPT Program at WKU is currently seeking accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). The program will submit an Application for Candidacy. Candidate for Accreditation is a pre-accreditation status, awarded prior to enrollment of students in the technical/professional phase of the program, which indicates that the physical therapy education program is progressing toward accreditation. Submission of this document does not assure that the program will be granted Candidate for Accreditation Status nor does attainment of Candidate for Accreditation status assure that the program will be granted initial accreditation.

4.3 Program delivery:

The primary course delivery method for the majority of courses will be lecture, lab, and lecture/lab combinations. Additionally, a hybrid format consisting of case-studies, online learning, including the utilization of Blackboard, will be used. An extensive research theme is also present in the curriculum, culminating in a doctoral research project suitable for publication. This will consist of classroom lectures, as well as faculty directed investigation. The DPT Program also consists of a total of 35 weeks of full-time clinical internships, occurring in physical therapy clinics outside of the WKU environment.

5. Resources:

A business plan was developed to create a financially self-sustaining DPT program. The plan is based upon monies from DPT stakeholders, DPT tuition, and DPT Program fees. The CHHS has identified funding sources to assist with additional funding needs for program implementation.

DPT stakeholders have committed \$700,000 to be used for start-up funds over several years. These funds have been used to hire a program director and academic coordinator of clinical education (ACCE); an office associate will also be hired with these monies. These dollars may also be used to purchase equipment and lease building space to house the program.

Tuition dollars from DPT students will help provide the required funding to hire additional faculty and to pay for facility leasing and other program costs. Given the fact that the DPT Program is to be a self-sustaining program without the reliance on State monies, the plan includes implementation of a \$250.00 program assessment fee per student per semester to cover the cost of course materials and supplies (see enclosed list of course materials and supplies); this fee would increase by approximately 5% per year. This fee would supplant the need to implement several course special fee requests and save students money in the long-term. Projections for the DPT Program tuition and fee revenue are included in the DPT Project Budget identified in Table 3.

Table 3: DPT Projected Budget (abbreviated)

| | FY 2011-12 | FY 2012-13 | FY 2013-14 | FY 2014-15 |
|---|-------------------|-------------------|-------------------|-------------------|
| Students | Start up | 30 | 60 | 90 |
| Tuition per student (5% increase per year) | | \$17,500 | \$18,375 | \$19,294 |
| Yearly program fee per student (5% increase per year) | | \$750 | \$788 | \$ 827 |
| Total yearly tuition & program fee revenue | | \$547,500 | \$1,149,750 | \$1,810,856 |
| | | | | |
| Fund Raising | \$245,000 | \$265,000 | \$200,000 | \$200,000 |
| | | | | |
| CHHS Funds | \$222,335 | | \$21,526 | |
| Prior year surplus | | | \$89,669 | |
| Total Funds | \$467,335 | \$812,500 | \$1,460,945 | \$2,010,856 |
| | | | | |
| Expenses* (Faculty, support staff, leasing costs, equipment, travel) | \$467,335 | \$722,831 | \$1,460,945 | \$1,710,087 |

*Includes equipment costs of \$100,000 each year and leasing costs of \$405,000 in 2013-14 and 2014-15.

5.1 Faculty:

The Director of the DPT Program, Harvey Wallmann, is a licensed physical therapist with a Doctor of Science degree in physical therapy. Dr. Wallmann is also a board certified sports physical therapist, a certified athletic trainer, and a certified strength and conditioning specialist. Dr. Wallmann has 14 years of experience in physical therapy education, 11 of which he served as chair of the Department of Physical Therapy at UNLV. The ACCE, Kurt Neelly, is a licensed physical therapist with a Ph.D. in Exercise Science. Dr. Neelly has 12 years of experience in the Department of Physical Therapy and Health Science at Bradley University.

Current and future budgeted and planned faculty resources will provide staffing for the proposed program. The DPT Program plans to hire 6 additional faculty members within the next 3-5 years. The current plan is to have two additional faculty at WKU by the summer or fall of 2012. Specific faculty qualifications and levels will be determined as the program approval process is finalized. However, some qualifications of the new faculty will include: Doctors of Physical Therapy, board certified clinical specialists, and therapists holding post-professional doctoral degrees. This faculty growth plan has been approved by the CHHS Dean as well as the Provost.

5.2 Technological and electronic informational resources (e.g., databases, e-journals)

A recommendation list for enhancements to the WKU Libraries Collection was compiled by the health sciences librarian, in consultation with the DPT Program director. A separate library funding line has been created for physical therapy materials, to support databases, monographs, and journals. The serial titles to be added will begin January of 2012. For further details, please see the attached Library Resource document, "Library Resource Report: Doctor of Physical Therapy Program", prepared by Carol Watwood, Health Science Librarian.

5.3 Facilities and equipment:

The DPT Program faculty are currently housed in Tate Page Hall. Initially, the classroom and laboratory spaces will also be primarily in Tate Page Hall. The DPT faculty will continue to work with the CHHS Space Committee in this process. It is proposed that the program will be eventually housed, along with the School of Nursing, in a new facility to be owned by the Commonwealth Health Corporation, the parent company of The Medical Center in Bowling Green, Kentucky. The DPT Program will lease space in this facility. Projected leasing costs are approximately \$405,000 per year beginning in 2013-14.

Current DPT faculty have adequate computer hardware and software for basic class delivery, and IT support and training is available. Future faculty will need appropriate computer hardware and software.

Equipment costs are budgeted for approximately \$450,000 over five years. A list of priority equipment to be purchased for use with the first cohort within the first year of program implementation has been developed and is approximated to be \$131,000. This teaching and laboratory equipment includes anatomical models and charts, anatomical equipment, walkers, canes, crutches, spine stability equipment, computer software, audio-visual equipment, storage cabinets, electrical and thermal equipment, exercise equipment, and diagnostic teaching tools.

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

| | |
|--|--------------------------|
| Allied Health/Doctor of Physical Therapy | <u>9/30/11</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| Contact with Office of Academic Affairs re: CPE Posting | <u></u> |
| University Senate | <u></u> |

Attachment: Program Inventory Form

DPT Required Credit @ Regional and Benchmark Institutions

| | Sum | Fall | Spring | Sum | Fall | Spring | Sum | Fall | Spring | Sum | Total |
|---|------------|-----------|--------------------|------------|-----------|-------------------|------------|-----------|----------|-----------|-------|
| Western Kentucky University (Fall) | | 17 | 18 (Jan. 4 hrs) | 12 | 15 | 15 (Jan. 4 rs) | 11 | 13 | 9 | | 118 |
| | | | | | | | | | | | |
| Regional | | | | | | | | | | | |
| University of Kentucky | | 15 | 14 | 9 | 16 | 15 | 9 | 15 | 17 | 11 | 121 |
| Bellarmino University | 11 | 21 | 21 | 11 | 21 | 19 | 13 | 16 | 14 | | 147 |
| | | | | | | | | | | | |
| Belmont University | | 19 | 19 | | 20 | 20 | 8 | 23 | 16 | 8 | 133 |
| Evansville University | 7 | 18 | 18 | 5 | 16 | 18 | 5 | 17 | 12 | | 116 |
| Tennessee State University | 9 | 15 | 15 | 9 | 15 | 15 | 8 | 14 | 13 | | 113 |
| | | | | | | | | | | | |
| Benchmark | | | | | | | | | | | |
| Missouri State University | | 19 | 17 | 16 | 20 | 19 | 7 | 17 | 17 | | 132 |
| Northern Arizona University | | 18 | 17 | 7 | 16 | 17 | 6 | 15 | 15 | | 111 |
| Oakland University | Fall 18 | Win 17 | Sum 8 | Fall 19 | Win 16 | Sum 4 | Fall 17 | Win 16 | Sum 7 | Fall 8 | 130 |
| Wichita State University | 10 | 17 | 18 | 8 | 19 | 17 | 10 | 10 | 15 | | 124 |
| Youngstown State University | 4 | 12 | 15 | 7 | 15 | 15 | 8 | 16 | 12 | | 104 |

American Physical Therapy Association (APTA) reports Avg. Credits in Accredited DPT Programs: 114.9



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
COLLEGE OF HEALTH & HUMAN SERVICES

TO: Nevil Speer, Chair of Graduate Council
FROM: Harvey Wallmann, Director Doctor of Physical Therapy Program
RE: Course overload for DPT Program
DATE: October 31, 2011

The DPT Program is requesting an exception to the policies and procedures of the Graduate Council policy regarding the course load for a full-time graduate student as identified on page 28 of the 2011-2012 WKU Graduate Catalog. The DPT program of study consists of 118 credit hours of intense academic and clinical graduate course work. The curricular model for the DPT Program is a 3 year full-time "Lock-Step" cohort program. Students accepted into the program must successfully complete all courses each semester prior to beginning any courses the following semester. There will not be any elective courses; all 45 courses are required to complete the program. As such, it is necessary to create a DPT program in which the students will normally be taking greater than 12 credit hours, and sometimes greater than 15 hours in the fall and spring semesters, which is standard practice for DPT programs across the country. The exception is being requested for the following statement:

"During a regular semester, the course load for a full-time graduate student is 9-15 hours with 9 being the minimum and 15 the maximum."

The Spirit Makes the Master

Doctor of Physical Therapy Program | Western Kentucky University | 1906 College Heights Blvd.#21031 | Bowling Green, KY 42101-1031 phone: 270.745.4070 fax: 270.745.7073 e-mail: harvey.wallmann@wku.edu web: <http://www.wku.edu/chhs>
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**Western Kentucky University
Doctor of Physical Therapy Program**

Rationale for Course Numbering System:

To earn an entry level Doctor of Physical Therapy (DPT) degree from Western Kentucky University (WKU), one must complete a rigorous curriculum. The curriculum moves along a continuum from courses that emphasize core sciences and core clinical skills to those that emphasize evidence-based clinical decision-making, clinical practice, and research. The numbering system selected by the WKU DPT Program reflects the process the student must go through to evolve into an independent professional practitioner; emphasis is on the practical understanding and demonstration of basic clinical skills to the administration of patient care based on sound theoretical rationale and critical analysis of the literature.

Table 1 – Course Numbering System

| <u>Course #/ Category</u> | <u>General Course Content</u> |
|---------------------------|---|
| 700's Current Issues | Courses designed to address professional issues, presenting the most current, up-to-date information to the student. Seminar format; testing of information integrated into other courses. |
| 710's Clinical Core | Specific foundational physical therapy clinical skills from which integrated observation, assessment, and treatment planning will proceed. |
| 720/730's Science Core | Basic sciences which provide foundation for more advanced clinical based courses. Primary emphasis on discussion of scientific principles and their relationship with specific clinical skills, patient populations, etc. |
| 740's Clinical Science | Direct application of clinical skills with scientific, theoretical-based rationale. |
| 750's Clinical Internship | Progression from part-time to full time clinical internship under the supervision and guidance of a licensed physical therapist. As the duration of the internship increases the course number increases respectively. |
| 760's Professional | Designed to familiarize the student with professional Development issues including administration, ethics, practice laws, psychosocial development, and professional responsibility. |
| 770's Patient Care | Full integration of clinical skills, evidence-based Administration treatment approach, and patient care administration applied to case studies with the inclusion of ethical dilemmas, psychosocial, medico-legal, and cultural issues. |
| 780's Research | Emphasis on research methodology, statistical analysis, literature review, and principles leading to the development of a research project. |
| 790's Research | Emphasis on dissemination of student/faculty research. |

WKU Entry-Level Doctor of Physical Therapy Degree Curriculum:
Class of 2015 (Fall Start), Potential Course Sequencing

FALL SEMESTER 1st YEAR

DPT 700 Orientation to Physical Therapy – 1 credit
DPT 711 Principles of Physical Assessment I – 1 credit
DPT 720 Gross Human Anatomy I – 2 credits
DPT 721 Gross Human Anatomy I Lab – 1 credit
DPT 722 Gross Human Anatomy II – 2 credits
DPT 723 Gross Human Anatomy II Lab – 1 credit
DPT 726 Orthopaedic Foundations – 3 credits
DPT 736 Neuroanatomy – 3 credits
DPT 781 Research in Physical Therapy I – 3 credits
Total Semester Credit Hours: 17

JANUARY TERM 1st YEAR

DPT 714 Fundamentals of Therapeutic Exercise – 2 credits
DPT 728 Clinical Exercise Physiology – 2 credits
Total Semester Credit Hours: 4

SPRING SEMESTER 1st YEAR

DPT 712 Principles of Physical Assessment II – 2 credits
DPT 713 Principles of Physical Assessment III – 2 credits
DPT 724 Pathophysiology – 4 credits
DPT 737 Neurophysiology – 3 credits
DPT 746 Orthopaedic Assessment – 4 credits
DPT 782 Research in Physical Therapy II – 3 credits
Total Semester Credit Hours: 18

SUMMER SEMESTER I 2nd YEAR

DPT 715 Patient Care Techniques – 3 credits
DPT 783 Research in Physical Therapy III – 3 credits
Total Semester Credit Hours: 6

SUMMER SEMESTER II 2nd YEAR

DPT 702 Cultural and Rural Issues – 1 credit
DPT 740 Physical Modalities – 3 credits
DPT 738 Motor Control – 2 credits
Total Semester Credit Hours: 6

FALL SEMESTER 2nd YEAR

DPT 705 Topics in Physical Therapy – 1 credit
DPT 751 Supervised Clinical Education I – 6 credits (First 8 weeks)
DPT 770 Orthopaedic Rehabilitation – 4 credits
DPT 771 Neurological Rehabilitation – 4 credits
Total Semester Credit Hours: 15

JANUARY TERM 2nd YEAR

DPT 745 Wound Care – 2 credits

DPT 772 Cardiopulmonary Rehabilitation – 2 credits

Total Semester Credit Hours: 4

SPRING SEMESTER 2nd YEAR

DPT 729 Pharmacology in Physical Therapy – 3 credits

DPT 742 Diagnostic Testing and Imaging – 2 credits

DPT 762 Physical Therapy Management and Administration – 3 credits

DPT 774 Spine Assessment and Intervention – 3 credits

DPT 779 Physical Therapy across the Lifespan – 3 credits

DPT 784 Research in Physical Therapy IV – 1 credit

Total Semester Credit Hours: 15

SUMMER SEMESTER I 3rd YEAR

DPT 752 Supervised Clinical Education II – 5 credits (7 week session)

Total Semester Credit Hours: 5

SUMMER SEMESTER II 3rd YEAR

DPT 727 Health Promotion and Wellness – 2 credits

DPT 746 Prosthetics and Orthotics – 2 credits

DPT 747 Women's Health in Physical Therapy – 2 credits

Total Semester Credit Hours: 6

FALL SEMESTER 3rd YEAR

DPT 785 Research in Physical Therapy V – 1 credit

DPT 753 Supervised Clinical Education III – 6 credits (8 weeks)

DPT 760 Professional Issues – 2 credits

DPT 775 Differential Diagnosis – 4 credits

Total Semester Credit Hours: 13

SPRING SEMESTER 3rd YEAR

DPT 754 Supervised Clinical Education IV – 4 credits (6 weeks)

DPT 755 Supervised Clinical Education V – 4 credits (6 weeks)

DPT 790 PT Seminar – 1 credit

Total Semester Credit Hours: 9

Total Curriculum Credit Hours: 118

WKU Entry-Level Doctor of Physical Therapy Degree Curriculum:
Class of 2016 (Summer Start), Potential Course Sequencing

SUMMER SEMESTER I 1st YEAR

DPT 700 Orientation to Physical Therapy – 1 credit
DPT 711 Principles of Physical Assessment I – 1 credit
DPT 720 Gross Human Anatomy I – 2 credits
DPT 721 Gross Human Anatomy I Lab – 1 credit
Total Semester Credit Hours: 5

SUMMER SEMESTER II 1st YEAR

DPT 712 Principles of Physical Assessment II – 2 credits
DPT 722 Gross Human Anatomy II – 2 credits
DPT 723 Gross Human Anatomy II Lab – 1 credit
Total Semester Credit Hours: 5

FALL SEMESTER 1st YEAR

DPT 713 Principles of Physical Assessment III – 2 credits
DPT 724 Pathophysiology – 4 credits
DPT 726 Orthopaedic Foundations – 3 credits
DPT 736 Neuroanatomy – 3 credits
DPT 781 Research in Physical Therapy I – 3 credits
Total Semester Credit Hours: 15

JANUARY TERM 1st YEAR

DPT 715 Patient Care Techniques – 3 credits
Total Semester Credit Hours: 3

SPRING SEMESTER 1st YEAR

DPT 714 Fundamentals of Therapeutic Exercise – 2 credits
DPT 728 Clinical Exercise Physiology – 2 credits
DPT 737 Neurophysiology – 3 credits
DPT 740 Physical Modalities – 3 credits
DPT 746 Orthopaedic Assessment – 4 credits
DPT 782 Research in Physical Therapy II – 3 credits
Total Semester Credit Hours: 17

SUMMER SEMESTER I 2nd YEAR

DPT 783 Research in Physical Therapy III – 3 credits
DPT 760 Professional Issues – 2 credits
DPT 702 Cultural and Rural Issues – 1 credit
Total Semester Credit Hours: 6

SUMMER SEMESTER II 2nd YEAR

DPT 738 Motor Control – 2 credits

DPT 772 Cardiopulmonary Rehabilitation – 2 credits
DPT 742 Diagnostic Testing and Imaging – 2 credits
Total Semester Credit Hours: 6

FALL SEMESTER 2nd YEAR

DPT 705 Topics in Physical Therapy – 1 credit
DPT 751 Supervised Clinical Education I – 6 credits (First 8 weeks)
DPT 770 Orthopaedic Rehabilitation – 4 credits
DPT 771 Neurological Rehabilitation – 4 credits
Total Semester Credit Hours: 15

SPRING SEMESTER 2nd YEAR

DPT 745 Wound Care – 2 credits
DPT 729 Pharmacology in Physical Therapy – 3 credits
DPT 762 Physical Therapy Management and Administration – 3 credits
DPT 774 Spine Assessment and Intervention – 3 credits
DPT 779 Physical Therapy across the Lifespan – 3 credits
DPT 784 Research in Physical Therapy IV – 1 credit
Total Semester Credit Hours: 15

SUMMER SEMESTER I 3rd YEAR

DPT 763 Supervised Clinical Education II – 5 credits (7 week session)
Total Semester Credit Hours: 5

SUMMER SEMESTER II 3rd YEAR

DPT 727 Health Promotion and Wellness – 2 credits
DPT 746 Prosthetics and Orthotics – 2 credits
DPT 747 Women's Health in Physical Therapy – 2 credits
Total Semester Credit Hours: 6

FALL SEMESTER 3rd YEAR

DPT 785 Research in Physical Therapy V – 1 credit
DPT 753 Supervised Clinical Education III – 6 credits (8 weeks)
DPT 775 Differential Diagnosis – 4 credits
Total Semester Credit Hours: 11

SPRING SEMESTER 3rd YEAR

DPT 754 Supervised Clinical Education IV – 4 credits (6 weeks)
DPT 755 Supervised Clinical Education V – 4 credits (6 weeks)
DPT 790 PT Seminar – 1 credit
Total Semester Credit Hours: 9

Total Curriculum Credit Hours: 118

WKU DPT

Course Policies

Course Policies

1. All students are required to be skilled in all course content. Attendance is mandatory for all lecture and lab sessions. ***Tardiness will not be tolerated.*** If you are unable to attend due to illness or other extenuating circumstances, the professor must be contacted prior to class. The student will be held responsible for all missed information.
2. Exams must be taken on the scheduled dates and assignments are to be handed in on their due dates. Late assignments without approval from the professor may be subject to a penalty assessment of up to 10% off per day. Make-up exams will not be given unless prior arrangements are made with the instructor.
3. All printed homework assignments must be of high print quality (i.e., no blurred printing, no lines across the page). Students who are asked to reprint papers will be held to the late assignment policy (See #2 above).
4. Any grade below that of 80% reflects unsatisfactory work on the graduate level and as all work builds on preceding concepts, the following format will be followed:
 - a. A minimum grade of "B" (80%) is expected to be maintained in all course work and is necessary to remain in the Program. Students who do not maintain this average will be placed on probation at the end of the semester if they do not raise their average to at least 80% by that time. If a student's average score in any class is below 80% at midterm, the student will be notified in writing and should seek individual counseling with the professor and or advisor to remedy the grade in question.
 - b. When a student's cumulative GPA or semester GPA falls below a 3.0 ("B" average) and/or when a student receives a grade of "C" or below in any one class at the end of the semester, the student will automatically be placed on academic probation and be notified of this status.
 - c. Failure to restore the cumulative average to 3.0 or above at the end of the ensuing semester in which the student is on probation will bring about dismissal from the Program.
 - d. A total of more than 6 hours of a grade of "C" or lower received in courses will bring about dismissal from the Program.
 - e. If probation is not rectified in **one** semester by attaining a 3.0 cumulative GPA, then the student will be dismissed from the Program.
 - f. In most cases, the probationary period will extend through one ensuing fulltime semester or 9 hours of gradable credit. In the event of probation in or at the end of a Spring semester, the probationary status may extend through the Summer and Fall semesters. The ARC reserves the right to modify the probationary time frame.
 - g. A student on probation must maintain grades of "B" or better in all coursework, in addition to maintaining a minimum semester and cumulative GPA of 3.0 at the end of the semester, to be removed from probationary status.
 - h. If a student faces probation more than one time, the ARC will review the matter and a recommendation will be forwarded to the Head/Director and the Graduate Studies Dean as to remediation or dismissal from the Program.

5. ***An earned “F” in any didactic lecture course will result in dismissal from the Program. An earned “Fail” in any Clinical Education course (DPT 751-755) is subject to ARC review, which may result in dismissal from the Program.***
6. An earned “FAIL” for any final practical pass/fail exam, regardless of the course grade, will result in a recommendation to the ARC for dismissal from the Program.
7. A student may also be dismissed for conduct and professional behavior issues.
8. Within courses that have competency check-offs/practical exams, a student will be given 2 additional opportunities to pass a failed competency check-off. Failing a competency check-off 3 times will result in a failure of that check-off and may result in failure of the course as well, regardless of the grade in the course prior to the third failed check-off. **Therefore, it is highly recommended that the student consult with the professor prior to attempting the third competency check-off.**
 - a. A competency check-off or final practical exam will be failed if a student earns below a 70% for overall skill criteria. **Any breech of safety or professional behavior** will result in a recommendation to the ARC for dismissal from the Program.
9. If a student is suspected of cheating, the case will be reviewed by the ARC. **If found guilty of cheating, the student’s case will be forwarded to the Office of Graduate Studies, which may result in dismissal from the Program.**

Proposal Date: September 14, 2011

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

Contact Person: J. Dean May, dean.may@wku.edu, 745-2693

1. Identification of program:

- 1.1 Current program reference number: 157
- 1.2 Current program title: Master of Social Work (MSW)
- 1.3 Credit hours: 33 Advanced Standing
60 Traditional

2. Identification of the proposed program changes:

Edit MSW program description that appears in the Graduate Catalog. Most changes are editorial and intended to clarify and reflect the practice and procedure within the program. The most substantive change is a clarification in how the program calculates the GPA for admission to the Traditional and Advanced Standing tracks.

3. Detailed program description:

| Current Program Catalog Description | Proposed Program Catalog Description |
|---|---|
| Department of Social Work J. Dean May, Department Head Academic Complex 211 Phone: (270) 745-5312 FAX: (270) 745-6841 http://www.wku.edu/chhs/socialwork/ | Department of Social Work J. Dean May, Department Head Academic Complex 210 Phone: (270) 745- 2088 FAX: (270) 745-6841 http://www.wku.edu/chhs/socialwork/ |
| Master of Social Work, Ref. #157 | Master of Social Work, Ref. #157 |
| The Master of Social Work (MSW) program at Western Kentucky University (WKU) prepares students for professional social work practice at the graduate level to meet the needs of increasingly diverse rural populations. It is particularly dedicated to addressing the work-force needs of agencies that serve families and communities. Moreover, the MSW curriculum emphasizes social work practice at the advanced level in rural communities. | The Master of Social Work (MSW) program at Western Kentucky University (WKU) prepares students for professional social work practice at the graduate level to meet the needs of increasingly diverse rural populations. It is particularly dedicated to addressing the work-force needs of agencies that serve families and communities. Moreover, the MSW curriculum emphasizes social work practice at the advanced level in rural communities. |
| There are three program options for students meeting the admission requirements outlined | There are two program options for students meeting the admission requirements outlined |

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| <p>below. The Traditional Option requires 60 semester hours for students with a baccalaureate degree in any field and may be taken full or part-time. The Advanced-Standing Option requires 33 semester hours for students who have earned a bachelor of social work (BSW) degree from an accredited social work program and who have fulfilled the additional admission requirements outlined below. All program options require students to complete SWRK 661 as a capstone course prior to graduation. This course integrates the entire curriculum in a comprehensive practice experience. Students are required to pass a comprehensive examination, the Practice Readiness Exam prior to graduation.</p> <p>Admission Requirements for the 60 hours Traditional Program:</p> <ol style="list-style-type: none"> 1. An overall GPA of at least 2.75 for all hours earned past the first 60 semester or 90-quarter hours of the baccalaureate degree (regardless of GAP score), or a minimum score of 800 on the combined verbal and quantitative portion of the Graduate Record Examination (regardless of GAP scores). 2. A Western Kentucky University Master of Social Work program application and personal statement. 3. Three completed WKU Master of Social Work program reference forms. 4. Demonstrated competence in the use of basic statistical methods through completion, with a minimum grade of "C", of an undergraduate or graduate course covering the | <p>below. The Traditional Option requires 60 semester hours for students with a baccalaureate degree in any field and may be taken full or part-time. The Advanced Standing Option requires 33 semester hours for students who have earned a bachelor of social work (BSW) degree from an accredited social work program and who have fulfilled the additional admission requirements outlined below. <i>The Advanced Standing Option may be taken full or part-time as well.</i> All program options require students to complete SWRK 661 as a capstone course prior to graduation. This course integrates the entire curriculum in a comprehensive practice experience. Students are required to pass a comprehensive examination, the Practice Readiness Exam prior to graduation.</p> <p>Admission Requirements for the 60 hour Traditional Program:</p> <ol style="list-style-type: none"> <i>1. 2.75 or greater GPA based on the last 60 hours of undergraduate and/or graduate semester credit hours prior to admission. Students with lower GPAs must take the Graduate Record Exam (GRE) and achieve a total score (verbal and quantitative) of 800 or better and apply for Alternate Admissions (See Alternate Admissions and Admissions Appeal Process below). Students testing on or after Aug. 1, 2011 need concordant scores established by the Education Testing Service.</i> <i>2. A Western Kentucky University Master of Social Work program application, personal statement, and writing sample.</i> 3. Three completed WKU Master of Social Work program reference forms. 4. Demonstrated competence in the use of basic statistical methods through completion, with a minimum grade of "C", of an undergraduate or graduate course covering the |
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| <p>portion of the research process involving the quantitative manipulation and analysis of data. This course should cover descriptive and inferential statistics. The student must submit documentation that this prerequisite has been met prior to program admission. Any course presented to fulfill the statistical competence requirement must have been completed within seven years of entrance into the MSW program.</p> <p>5. Completed at least one course from each of the following areas: economics, American government, psychology, sociology, and human biology. These courses must have been completed with a minimum grade of C. Applicants may be enrolled in liberal arts prerequisite courses while their MSW applications are being evaluated, but all of these courses must have been successfully completed before admission to the program. Offers of admission will be contingent upon the successful completion of all required courses.</p> <p>6. Students with above a 2.75 GPA applying for the 60 hours Traditional Program who otherwise meet admission criteria in the application for the MSW program are not required to take the GRE for admission. The GRE is not required for admission of Advanced Standing students with a GPA of 3.0.</p> <p>Provisional Admissions for the 60 hour Traditional Program</p> <p>An applicant who believes that her/his</p> | <p>portion of the research process involving the quantitative manipulation and analysis of data. This course should cover descriptive and inferential statistics. The student must submit documentation that this prerequisite has been met prior to program admission. Any course presented to fulfill the statistical competence requirement must have been completed within seven years prior to admission into the MSW program.</p> <p><i>5. Liberal arts background – at least 30 hours in liberal arts coursework (social sciences, humanities, natural sciences, communications, mathematics, etc.), including at least one course in sociology, psychology, OR anthropology AND at least one course in American government, political science, OR economics. All courses counted towards the liberal arts requirement must have been completed with a final grade of “C” or higher. Applicants may be enrolled in liberal arts prerequisite courses while their MSW applications are being evaluated, but all of these courses must have been successfully completed before admission to the program. Offers of admission will be contingent upon the successful completion of all required courses.</i></p> <p>6. Students at or above a 2.75 GPA on the last 60 hours of undergraduate and/or graduate semester credit hours (prior to admission) applying for the 60 hours Traditional Program who otherwise meet admission criteria in the application for the MSW program are not required to take the GRE for admission.</p> <p><i>7. An interview may be required.</i></p> <p>Alternate Admissions for the 60 hour Traditional Program</p> <p>An applicant who believes that her/his</p> |
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| <p>individual circumstances warrant consideration for a waiver of the minimum admissions requirement of an undergraduate GPA of 2.75 and 800 on the GRE must petition the MSW Program Director. The request should be attached to this application in the form of a statement entitled “Petition for Exceptional Consideration.” The petition should include a statement indicating how failing to meet the minimum admission requirement of a 2.75 GPA and 800 GRE score does not adequately represent the applicant's capabilities. The applicant should briefly discuss her/his demonstrated capacity for successful achievement of an arduous MSW program. For example, an applicant might provide evidence of:</p> <ol style="list-style-type: none"> 1. Superior grades during the final semester(s) of work prior to graduation indicating a trend toward improved performance; 2. Competence through achievement in another graduate program; and 3. Outstanding work experience in human services (volunteer or paid). <p>The applicant should also discuss how she/he plans to address potential obstacles to successful completion of the program. Finally, the applicant should attest to the accuracy of all information provided in the petition, date and sign the document. The petition must be submitted with the application.</p> <p>Admission Requirements for the Advanced Standing Option</p> <ol style="list-style-type: none"> 1. Completion of a bachelor of social work (BSW) degree at a Council on Social Work Education (CSWE) accredited institution within the previous seven years with a grade point average of 3.0 or higher in social work | <p>individual circumstances warrant consideration for a waiver of the minimum admissions requirement of an undergraduate GPA of 2.75 and 800 on the GRE must petition the MSW Program Director. Students must meet all other traditional program admission requirements. The request should be attached to <i>the MSW</i> application in the form of a statement entitled “Petition for Exceptional Consideration.” The petition should include a statement indicating how failing to meet the minimum admission requirement of a 2.75 GPA and 800 GRE score does not adequately represent the applicant's capabilities. The applicant should briefly discuss her/his demonstrated capacity for successful achievement of an arduous MSW program. For example, an applicant might provide evidence of:</p> <ol style="list-style-type: none"> A. Superior grades during the final semesters of work prior to graduation indicating a trend toward improved performance; B. Competence through achievement in another graduate program; and/or C. Outstanding work experience in human services (volunteer or paid). <p>The applicant should also discuss how she/he plans to address potential obstacles to successful completion of the program. Finally, the applicant should attest to the accuracy of all information provided in the petition, date and sign the document. The petition must be submitted with the application.</p> <p>Admission Requirements for the Advanced Standing Option</p> <ol style="list-style-type: none"> 1. Completion of a bachelor of social work (BSW) degree at a Council on Social Work Education (CSWE) accredited institution within the previous seven years with at least a 3.0 GPA based on the last 60 hours of |
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| <p>courses.</p> <p>2. Satisfactory completion of a minimum of 400 hours of educationally based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision. A copy of the student's final field evaluation must be submitted.</p> <p>3. Completion of courses from the following subject areas within an accredited social work program at the upper-division (junior and senior) level with a grade of "C" or better in each course: Human Behavior and the Social Environment - one course; Social Welfare Policy and Services - one course; Social Work Practice - two courses to include study of intervention methods with individuals, families, small groups and communities; Social Work Research - one course in research methodology.</p> <p>4. An interview may be required.</p> | <p><i>undergraduate and/or graduate credit hours. Alternate Admissions is not an option for the Advanced Standing Program.</i></p> <p>2. Satisfactory completion of a minimum of 400 clock hours of educationally based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision. A copy of the student's final field evaluation must be submitted.</p> <p>3. Completion of courses from the following subject areas within an accredited social work program at the upper-division (junior and senior) level with a grade of "C" or better in each course: Human Behavior and the Social Environment - one course; Social Welfare Policy and Services - one course; Social Work Practice - two courses to include study of intervention methods with individuals, families, small groups and communities; Social Work Research - one course in research methodology.</p> <p><i>4. The GRE is not considered for admission to the Advanced Standing Program.</i></p> <p><i>5. A Western Kentucky University Master of Social Work program application, personal statement, and writing sample.</i></p> <p><i>6. Three completed WKU Master of Social Work program reference forms.</i></p> <p><i>7. Demonstrated competence in the use of basic statistical methods through completion, with a minimum grade of "C", of an undergraduate or graduate course covering the portion of the research process involving the quantitative manipulation and analysis of data. This course should cover descriptive and inferential statistics. The student must submit documentation that this prerequisite has been met prior to program admission. Any course</i></p> |
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| | <p><i>presented to fulfill the statistical competence requirement must have been completed within seven years prior to admission into the MSW program.</i></p> <p><i>8. Liberal arts background – at least 30 hours in liberal arts coursework (social sciences, humanities, natural sciences, communications, mathematics, etc.), including at least one course in sociology, psychology, OR anthropology AND at least one course in American government, political science, OR economics. All courses counted towards the liberal arts requirement must have been completed with a final grade of “C” or higher. Applicants may be enrolled in liberal arts prerequisite courses while their MSW applications are being evaluated, but all of these courses must have been successfully completed before admission to the program. Offers of admission will be contingent upon the successful completion of all required courses.</i></p> <p>9. An interview may be required.</p> |
| Traditional Program Degree Requirements--60 hours | Traditional Program Degree Requirements--60 hours |
| <p>Year 1 Fall</p> <p>SWRK 501 Cultural Competency In Social Work Practice</p> <p>SWRK 510 Human Behavior in the Social Environment</p> <p>SWRK 520 Generalist Social Work Practice</p> <p>SWRK 540 Foundation of Social Work Research</p> <p>SWRK 560 Foundation Field Practicum I</p> | <p>Year 1 Fall</p> <p>SWRK 501 Cultural Competency In Social Work Practice</p> <p>SWRK 510 Human Behavior in the Social Environment</p> <p>SWRK 520 Generalist Social Work Practice</p> <p>SWRK 540 Foundation of Social Work Research</p> <p>SWRK 560 Foundation Field Practicum I</p> |
| <p>Year 1 Spring</p> <p>SWRK 522 Group Dynamics in Social Work Practice</p> <p>SWRK 523 Rural Community Organization and Development</p> | <p>Year 1 Spring</p> <p>SWRK 522 Group Dynamics in Social Work Practice</p> <p>SWRK 523 Rural Community Organization and Development</p> |

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| <p>SWRK 530 Foundation of Social Welfare Policy SWRK 561 Foundation Field Practicum II Elective (3 hours)</p> <p>Year 2 Fall SWRK 610 Social Work Administration and Supervision SWRK 620 Advanced Psycho-Social Approaches for Rural Practice SWRK 623 Social Work Clinical Assessment and Intervention SWRK 660 Concentration Field Practicum I Elective (3 hours)</p> <p>Year 2 Spring SWRK 622 Integrated Social Work Practice with Families SWRK 630 Rural Social Welfare Policy SWRK 640 Applied Social Work Research SWRK 661 Concentration Field Practicum II Elective (3 hours)</p> <p>Advanced Standing Degree Requirements--33 hours</p> <p>Year 1 Fall SWRK 610 Social Work Administration & Supervision SWRK 612 Social Work in Diverse Rural Areas SWRK 620 Advanced Psycho-Social Approached for Rural Practice SWRK 623 Social Work Clinical Assessment & Intervention (formerly SWRK 521) SWRK 660 Concentration Field Practicum I</p> <p>Year 1 Winter Elective (3 hours)</p> <p>Year 1 Spring SWRK 622 Advanced Social Work</p> | <p>SWRK 530 Foundation of Social Welfare Policy SWRK 561 Foundation Field Practicum II Elective (3 hours)</p> <p>Year 2 Fall SWRK 610 Social Work Administration and Supervision SWRK 620 Advanced Psycho-Social Approaches for Rural Practice SWRK 623 Social Work Clinical Assessment and Intervention SWRK 660 Concentration Field Practicum I Elective (3 hours)</p> <p>Year 2 Spring SWRK 622 Integrated Social Work Practice with Families SWRK 630 Rural Social Welfare Policy SWRK 640 Applied Social Work Research SWRK 661 Concentration Field Practicum II Elective (3 hours)</p> <p>Advanced Standing Degree Requirements--33 hours</p> <p>Year 1 Fall SWRK 610 Social Work Administration & Supervision SWRK 612 Social Work in Diverse Rural Areas SWRK 620 Advanced Psycho-Social Approached for Rural Practice SWRK 623 Social Work Clinical Assessment & Intervention (formerly SWRK 521) SWRK 660 Concentration Field Practicum I</p> <p>Year 1 Winter Elective (3 hours)</p> <p>Year 1 Spring SWRK 622 Advanced Social Work</p> |
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| Practice with Families SWRK 630 Rural Social Work Policy SWRK 640 Applied Social Work Research SWRK 661 Concentration Field Practicum II Elective (3 hours) | Practice with Families SWRK 630 Rural Social Work Policy SWRK 640 Applied Social Work Research SWRK 661 Concentration Field Practicum II Elective (3 hours) |
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4. Rationale for the proposed program change:

Edit MSW program description that appears in the Graduate Catalog to clarify and to reflect the practice and procedure within the program. Utilize the last sixty hours of undergraduate and/or graduate hours for consideration for admission to the MSW program. This is a slightly different approach than calculating all hours past the first 60 hours (current requirement for the Traditional track) or the requirement of 3.0 or higher in social work courses for those with the BSW degree (current requirement for the Advanced Standing track). Utilization of the last 60 hours of undergraduate/graduate hours would be the most efficient and effective procedure for evaluating admissions to the MSW Program and reflects the actual intention of the MSW Program.

5. Proposed term for implementation: Fall, 2012

6. Dates of prior committee approvals:

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|------------------------------------|---------------------------|
| SWRK/MSW Department: | <u>September 14, 2011</u> |
| CHHS Graduate Curriculum Committee | <u>10/18/11</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Revise A Program
(Action Item)**

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

1. Identification of program:

- 1.1 Current program reference number: 0010
- 1.2 Current program title: Doctor of Education (EdD) (Educational Leadership)
- 1.3 Credit hours: 60 hours beyond the master's degree

2. Identification of the proposed program changes:

- Clarification of admission policies;
- Clarification of degree requirements;
- Revision of course prefixes and course hours;
- Replacement of old course offerings with newly created courses.

3. Detailed program description:

| Current | Proposed |
|---|---|
| <p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.</p> <p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> • encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors; • provides opportunities to explore a range of career specialties in various settings so that participants can | <p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.</p> <p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> • encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors; • provides opportunities to explore a range of career specialties in various settings so that participants can |

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| <p>make sound career choices;</p> <ul style="list-style-type: none"> models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures; provides participants with leadership capacity to bring about changes that enhance student learning; and provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness. <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree, have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate's application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation organization. 3. (For international students/ESL students) TOEFL minimum score of 88 (iBT) or 570 (paper-based). 4. Completed application 5. Resume or vita 6. Personal statement 7. Recommendation forms: at least three professional references from persons in a position to evaluate the applicant's potential for success in a doctoral program 8. GRE or GMAT scores 9. Educational Leadership Self Report Scale/Core Self Evaluation Scale Score <p>Degree Requirements The program consists of 60 hours beyond the master's degree and includes a) an orientation seminar (6 hours), b) 9 hours of leadership courses, c) 9 hours of research and statistics courses, c) 18-21 hours of specific content courses in various specialty areas/options and electives, d) 6 hours of job-embedded practicum, and e) 12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 15 hours of previously-completed course work toward</p> | <p>make sound career choices;</p> <ul style="list-style-type: none"> models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures; provides participants with leadership capacity to bring about changes that enhance student learning; and provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness. <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate's application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization. 3. Completed application 4. Current (within 1 year of application deadline) resume or vita. 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program 7. GRE scores (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.) <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> 1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a |
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| <p>program requirements. Action research projects will be required of all students, and the dissertation is expected to center on real-world problems related to the candidate in his or her workplace setting. If students stay on track in a part-time status averaging six credit hours per semester (including summers), they can complete the program in approximately three calendar years.</p> <p>Students will enroll in EDLD 700—Orientation to Doctoral Studies and Professional Development (6 hours) during their first semester after admission to the program. The rest of the core consists of 9 hours of leadership courses and 9 hours of research and statistics courses.</p> <p><i>Leadership courses</i> EDLD 710 Leadership I – Leadership Theories and Ethics EDLD 720 Leadership II – Individual and Group Issues in Leadership EDLD 730 Leadership III – Leading the Organization</p> <p><i>Research and statistics courses</i> EDLD 711 Research I—Methodology in Leadership Research EDLD 721 Research II—Measurement and Validity in Leadership Research EDLD 731 Research III—Advanced Data Analysis Tools in Leadership Research</p> <p>The specific selection of elective courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With approval of the program committee, elective courses will come from one of four areas of focus:</p> <ul style="list-style-type: none"> • P-12 School and District Leadership, primarily designed for public school/school district administrators; • P-12 Teacher Leadership, primarily designed for educators serving in leadership roles related to areas such as assessment, curriculum, technology, and literacy; • Postsecondary Education Leadership, primarily designed for leaders in two-year and four-year institutions; or • Organizational Leadership, designed to prepare leaders in education-related organizations that are not classified as schools, colleges, or universities. <p>More information may be found at: http://edtech.wku.edu/programs/doctorate/index.htm</p> | <p>minimum of 7.0 on the IELTS)</p> <p>Degree Requirements The program consists of 60 hours beyond a master's or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, c) 21-24 hours of coursework related to the student's program strand (see below) and dissertation topic, d) 6 hours of job-embedded internship, and e) 9-12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand outcomes; and 2) propose, complete, and successfully defend a dissertation.</p> <p>CORE COURSES EDLD 702 Orientation to Doctoral Studies (3 hours) - taken during the first semester after admission to the program</p> <p><i>Leadership courses (9 hours)</i> EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours) EDLD 720 Leadership II – Individual and Group Issues in Leadership (3 hours) EDLD 730 Leadership III – Leading the Organization (3 hours)</p> <p><i>Research courses (9 hours)</i> EDLD 712 Research Methods and Design for Educational Leaders (3 hours) EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours) EDLD 732 Program Evaluation for Educational Leaders (3 hours)</p> <p><i>Internship course (1-3 hours per course enrollment for a total of 6 hours)</i> EDLD 798 Internship in Administration and Supervision (3 hours)</p> <p><i>Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)</i> EDLD 799 Dissertation* <i>*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.</i></p> <p>PROGRAM STRAND COURSES</p> |
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| | <p>The specific selection of program strand courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands:</p> <ul style="list-style-type: none"> • P-12 Administrative Leadership – designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators; • Teacher Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching; • Postsecondary Education Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or • Organizational Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities. <p>More information may be found at: http://www.wku.edu/cebs/doctorate/</p> |
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4. Rationale for the proposed program change: The Educational Leadership program has reached full student capacity, graduated its first students, and added new faculty. Over this first three year period of program implementation and growth, the program's director and Leadership Council have collected data regarding the efficiency and effectiveness of the program. The proposed changes reflect our response to data that indicate the need for each change in order to improve the program:

- Clarification of admission policies – Changes make it clearer to applicants with graduate degrees other than master's that they are eligible to apply. Also, faculty serving on the admissions committee have found some currently required admissions items are not needed and that applicants need clearer instructions about completing other items.
- Clarification of degree requirements – Inconsistencies across the original EdD proposal documents submitted to the Kentucky Council for Postsecondary Education (CPE) and those submitted through the university process have led to confusion about what may be counted toward the doctoral degree. The revised language represents the EdD Leadership Council's agreement as to what the degree requirements should be.
- Revision of course prefixes and course hours – Some course prefixes have been changed to allow the Director of the EdD Program to sign off as "department head" on courses specifically associated with the EdD program. Changes in required hours per program component reflect changes in coursework, as well as a desire for greater program flexibility based on student needs.
- Replacement of old course offerings with newly created courses. Faculty have determined that EDLD 700 does not warrant the awarding of 6 credit hours. The substitution of the proposed new 3-hour orientation course will allow students an additional 3 hours to apply toward more content focused coursework. Having now worked with several students through the research and dissertation process and having also articulated research standards for the EdD program, the faculty have a clearer idea of what sequence of content and skills EdD students need to be successful in conducting research; thus, the three new research courses.

5. Proposed term for implementation and special provisions (if applicable): Fall 2012

6. Dates of prior committee approvals:

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| EDD Leadership Council | <u>5/06/2011</u> |
| Educational Administration, Leadership, & Research | <u>8/18/2011</u> |
| CEBS Curriculum Committee | <u>10/4/2011</u> |
| Professional Education Council | <u>10/12/2011</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

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

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

1. Identification of program:

- 1.1 Current program reference number: #0433
- 1.2 Current program title: Master of Arts in Education: Elementary Education for Teacher Leaders
- 1.3 Credit hours: 30-31

2. Identification of the proposed program changes:

Revision of Mid-Point Assessment policy. **Highlighted text indicates revision.**

3. Detailed program description:

| Current Program | Proposed Program |
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| <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass</p> |

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| <p>proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> | <p>proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Students are expected to enroll in TCHL 500 at the</p> |
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| <p>Professional Education Component—9-16 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> <p>Courses in boldface are required.</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Specialization Component—15-21 hours Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 9-15 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional</p> | <p>beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p>Professional Education Component—9-16 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> <p>Courses in boldface are required.</p> <p>Mid-Point Assessment Requirements: To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p>Specialization Component—15-21 hours Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 9-15 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional</p> |
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| <p>Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p>Total Program Hours: 30-31</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p> | <p>Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p>Total Program Hours: 30-31</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p> |
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4. Rationale for the proposed program change:

Since beginning implementation of this program, it has become clear that the midpoint assessment should be revised based upon feedback from advisors and students. Specifically, we cannot offer enough sections of the TCHL courses to accommodate students, which leave students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

Therefore, the current requirement which reads “Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses...” is difficult to implement.

5. Proposed term for implementation and special provisions (if applicable): Spring 2012

6. Dates of prior committee approvals:

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| School of Teacher Education | <u>09/09/2011</u> |
| CEBS Curriculum Committee | <u>10/04/2011</u> |
| Professional Education Council | <u>10/12/2011</u> |
| Graduate Council | <u>__November 10, 2011__</u> |
| University Senate | <u>_____</u> |

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #0434
- 1.2 Current program title: Master of Arts: Middle Grades Education for Teacher Leaders
- 1.3 Credit hours: 30-37

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

| Current Program | Proposed Program |
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| <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> |

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| <p>substituted for these courses.</p> <p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ol style="list-style-type: none"> 1. <u>WKU Graduate: Admission</u> Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9). 2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application. 3. <u>Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application. <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p> | <p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ol style="list-style-type: none"> 1. <u>WKU Graduate: Admission</u> Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9). 2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application. 3. <u>Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application. <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of</p> |
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| <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Courses in boldface are required.</p> <p><u>Professional Education Core—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses.</i> Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—14-21 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> | <p>study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p>Courses in boldface are required.</p> <p><u>Professional Education Core—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</p> <p>Mid-Point Assessment Requirements: To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—14-21 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-15 hours With advisor approval, students may select appropriate</p> |
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| <p>Electives: 8-15 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs. <p>Total Program Hours: 30-37</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> Successfully complete TCHL 560 (Course grade of C or higher). Give acceptable presentation of action research in an approved venue. <p>Achieve a minimum 3.0 GPA overall and in program course work.</p> | <p>elective courses from:</p> <ul style="list-style-type: none"> the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs. <p>Total Program Hours: 30-37</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> Successfully complete TCHL 560 (Course grade of C or higher). Give acceptable presentation of action research in an approved venue. Achieve a minimum 3.0 GPA overall and in program course work. |
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4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available.

In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

5. Proposed term for implementation and special provisions (if applicable): Spring 2012.

6. Dates of prior committee approvals:

| | |
|--------------------------------|-----------------------|
| School of Teacher Education | September 9, 2011 |
| CEBS Curriculum Committee | October 4, 2011 |
| Professional Education Council | October 12, 2011 |
| Graduate Council | __November 10, 2011__ |
| University Senate | _____ |

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #0435
- 1.2 Current program title: Master of Arts: Middle Grades Education for Teacher Leaders
- 1.3 Credit hours: 30-37

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

| Current Program | Proposed Program |
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| <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> |

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| <p>research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education.</p> <p>This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ol style="list-style-type: none"> <u>1. WKU Graduate: Automatic Admission</u> No qualifying GRE/GAP** score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application. <u>2. Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application. <u>3. Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate | <p>Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education.</p> <p>This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ol style="list-style-type: none"> <u>1. WKU Graduate: Admission</u> Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). <u>2. Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application. <u>3. Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application. <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional</p> |
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| <p>coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Courses in boldface are required.</p> <p>Secondary Education Major Professional Education Core—9-16 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</p> | <p>Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p>Courses in boldface are required.</p> <p>Secondary Education Major Professional Education Core—9-16 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research</p> |
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| <p>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</p> <p>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</p> <p><u>Other Education Courses—3-9 hours</u></p> <p>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)</p> <p>Other advisor-approved education electives</p> <p><u>Specialization Component—12 hours</u></p> <p>Required: 3 hours</p> <p>Advisor-approved content-specific course</p> <p>Electives: 9 hours</p> <p>With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and • courses identified as prerequisites for Instructional Leader programs. <p>Total Program Hours: 30-37</p> <p>Secondary Education Minors</p> <p><u>Content Area Specialization Component --18 hours</u></p> <p>Contact advisor in major area for program information.</p> <p>For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:</p> <p><u>Professional Education Core—9-16 hours</u></p> <p>TCHL 500 – Foundations of Teacher Leadership (3 hours)</p> <p>TCHL 530 – Curriculum Development (3 hours)</p> <p>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</p> <p>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</p> <p>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</p> | <p>course</p> <p><u>Other Education Courses—3-9 hours</u></p> <p>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)</p> <p>Other advisor-approved education electives</p> <p><u>Specialization Component—12 hours</u></p> <p>Required: 3 hours</p> <p>Advisor-approved content-specific course</p> <p>Electives: 9 hours</p> <p>With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and • courses identified as prerequisites for Instructional Leader programs. <p>Total Program Hours: 30-37</p> <p>Secondary Education Minors</p> <p><u>Content Area Specialization Component --18 hours</u></p> <p>Contact advisor in major area for program information.</p> <p>For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:</p> <p><u>Professional Education Core—9-16 hours</u></p> <p>TCHL 500 – Foundations of Teacher Leadership (3 hours)</p> <p>TCHL 530 – Curriculum Development (3 hours)</p> <p>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</p> <p>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</p> <p>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</p> <p>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</p> <p>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</p> <p>TCHL 558 – Student Assessment III: Classroom Tests and</p> |
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| <p>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> <p>Education Electives—0-3 hours Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 <i>Principles of Action Research for Teacher Leaders</i> is strongly recommended.</p> <p>Total Program Hours: 30-37</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course. 2. Give acceptable presentation of action research in an approved venue. <p>Achieve a minimum 3.0 GPA overall and in program course work.</p> | <p>Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> <p>Education Electives—0-3 hours Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 <i>Principles of Action Research for Teacher Leaders</i> is strongly recommended.</p> <p>Total Program Hours: 30-37</p> <p>Mid-Point Assessment Requirements: To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course. 2. Give acceptable presentation of action research in an approved venue. 3. Achieve a minimum 3.0 GPA overall and in program course work. |
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4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available.

In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

5. Proposed term for implementation and special provisions (if applicable): Spring 2012.

6. Dates of prior committee approvals:

| | |
|--------------------------------|-----------------------|
| School of Teacher Education | September 9, 2011 |
| CEBS Curriculum Committee | October 4, 2011 |
| Professional Education Council | October 12, 2011 |
| Graduate Council | __November 10, 2011__ |
| University Senate | _____ |

Attachment: Program Inventory Form

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

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

1. Identification of program:

- 1.1 Current program reference number: 0430
- 1.2 Current program title: Non Degree Planned Fifth Year/Rank II in Elementary Education for Teacher Leaders
- 1.3 Credit hours: 32-39

2. Identification of the proposed program changes:

Revision of Mid-Point Assessment policy. **Highlighted text indicates the revision.**

3. Detailed program description:

| Current Program | Proposed Program |
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| <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there</p> |

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| <p>are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program <u>must</u> have or be eligible for a teaching certificate for elementary education.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p><u>Professional Education Component—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> | <p>are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program <u>must</u> have or be eligible for a teaching certificate for elementary education.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p><u>Professional Education Component—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> |
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| <p>Courses in boldface are required.</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—16-23 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 10-17 hours</p> <p>With advisor approval, students may select content electives or course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 2.5 cumulative GPA.</p> | <p>Courses in boldface are required.</p> <p>Mid-Point Assessment Requirements: To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—16-23 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 10-17 hours</p> <p>With advisor approval, students may select content electives or course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 2.5 cumulative GPA.</p> |
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4. Rationale for the proposed program change:

Since beginning implementation of this program, it has become clear that the midpoint assessment should be revised based upon feedback from advisors and students. Specifically, we cannot offer enough sections of the TCHL courses to accommodate students, which leave students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

Therefore, the current requirement which reads “Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses...” is difficult to implement.

5. Proposed term for implementation and special provisions (if applicable): Spring 2012

6. Dates of prior committee approvals:

School of Teacher Education 09/09/2011

CEBS Curriculum Committee 10/04/2011

Professional Education Council 10/12/2011

Graduate Council November 10, 2011

University Senate

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #0431
- 1.2 Current program title: Middle Grades Education Teacher Leader Rank II
- 1.3 Credit hours: 32-39

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

| Current Program | Proposed Program |
|---|--|
| <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> |

| | |
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| <p>substituted for these courses.</p> <p>Admission Requirements:</p> <p>Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Courses in boldface are required.</p> <p>Professional Education Core—9-16 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's</i></p> | <p>Admission Requirements:</p> <p>Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p>Courses in boldface are required.</p> <p>Professional Education Core—9-16 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course</p> <p>Mid-Point Assessment Requirements:</p> |
|---|--|

| | |
|---|---|
| <p><i>program of studies does not include the courses.</i> Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—17-23 hours</u> Required: 9 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved education course (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-14 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39 Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in an approved venue. 3. Achieve a minimum 2.5 GPA in course work. | <p>To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—17-23 hours</u> Required: 9 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved education course (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-14 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39 Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in an approved venue. 3. Achieve a minimum 2.5 GPA in course work. |
|---|---|

4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

5. Proposed term for implementation and special provisions (if applicable): Spring 2012.

6. Dates of prior committee approvals:

School of Teacher Education

September 9, 2011

CEBS Curriculum Committee

October 4, 2011

Professional Education Council

October 12, 2011

Graduate Council (for information)

__November 10, 2011__

University Senate (for information)

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #0432
- 1.2 Current program title: Secondary Education Teacher Leader Rank II
- 1.3 Credit hours: 32-39

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

| Current Program | Proposed Program |
|--|--|
| <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students,</p> | <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> |

and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements:

Applicants must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12).

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

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

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

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

Mid-Point Assessment Requirements:

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's*

Admission Requirements:

Applicants must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12).

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

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

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

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

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced

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|--|--|
| <p><i>program of studies does not include the courses.</i> Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Specialization Component—17-23 hours Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 11-17 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in an approved venue. <p>Achieve a minimum 2.5 GPA in course work.</p> | <p>Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p>Specialization Component—17-23 hours Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 11-17 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in an approved venue. 3. Achieve a minimum 2.5 GPA in course work. |
|--|--|

4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available.

In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

5. Proposed term for implementation and special provisions (if applicable): Spring 2012.

6. Dates of prior committee approvals:

School of Teacher Education

September 9, 2011

CEBS Curriculum Committee

October 4, 2011

Professional Education Council

October 12, 2011

Graduate Council (for information)

__November 10, 2011__

University Senate (for information)

Attachment: Program Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise a Program
(Action Item)**

Contact Person: Guangming Xing, guangming.xing@wku.edu, 5-8848

1. Identification of program:

1.1 Reference number: 117

1.2 Current program title: Master of Science in Computer Science

1.3 Credit hours: 30

2. Identification of the proposed changes:

- Revises the admission criteria for Navitas applicants

3. Detailed program description:

| Current Program | Proposed Program |
|---|--|
| Admission Requirements | Admission Requirements |
| Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of 2500. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems. | Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of 2500. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems. An applicant without a GRE score from Navitas may be admitted if the applicant satisfies the following criteria: <ol style="list-style-type: none"> 1. Completion of the courses required by Navitas with a GPA of 3.0 or higher. 2. The applicant has a baccalaureate degree in Computer Science, Computer Engineering, Information Systems, Electrical Engineering, Mathematics, or Statistics from an accredited university. 3. The applicant has no more than three deficiency courses as defined in the general admission criteria. The department has the right to assess course deficiencies for the applicants admitted to our program. Course deficiencies are based on the academic transcript. |
| Core Courses | Core Courses |
| CS 445G CS 530 CS 543 | CS 445G CS 530 CS 543 |

| | |
|---|---|
| CS 549 CS 560 | CS 549 CS 560 |
| Research Tool Requirement | Research Tool Requirement |
| The research tool must be met by successful completion of CS 500 Research Methods and Projects. | The research tool must be met by successful completion of CS 500 Research Methods and Projects. |
| Elected Courses | Elected Courses |
| Five elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted. | Five elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted. |
| Concentration | Concentration |
| Students may elect the “net-centric” concentration. Students who choose the “net-centric” concentration must take CS 450G and six more credit hours from CS 550 (repeatable for six credit hours) and CS 570. | Students may elect the “net-centric” concentration. Students who choose the “net-centric” concentration must take CS 450G and six more credit hours from CS 550 (repeatable for six credit hours) and CS 570. |
| Program Total 30 hours | Program Total 30 hours |

4. Rationale for proposed program revisions:

The proposed admission criteria for applicants from Navitas reflects the current practice for handling the applications from Navitas.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

| | |
|--|--------------------------|
| Mathematics and Computer Science Department: | <u>03/18/2011</u> |
| Ogden College Graduate Committee | <u>10/28/2011</u> |
| Graduate Council | <u>November 10, 2011</u> |
| University Senate | <u></u> |

Attachment: Program Inventory Form

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, Assistant to the Dean, CEBS

DATE: 09/27/11

SUBJECT: Clarification of certification codes for teacher education graduate programs

Following a review of the certification codes and concentrations attached to graduate programs in teacher education, the faculty in the School of Teacher Education determined that several changes are needed. Accordingly, the following changes are requested:

| Ref.# | Program title | Change needed | Rationale |
|-------|---|--|--|
| 0429 | Library Media Ed – Rank I | Add: KE36 (ESL endorsement), KE37 (Gifted Ed endorsement), KEV (Environmental Ed endorsement), KCT Ky. Computer Technology endorsement), LMLM (Library Media), KML (School Media Librarian) | Program was recently created and now needs to have the proper codes attached. |
| 0430 | Elem. Ed. for Teacher Leaders – Rank II | Delete: KAR (Art), KFR (French), KGR (German), KHE (Health Ed), KMU (Music Ed), KPE (Physical Education), KSP (Spanish) Add: KEM (Elementary Math Specialist) | <ul style="list-style-type: none"> These endorsements may no longer be attained in this program. This is a new endorsement recently approved by the state. |
| 0433 | MAE: Elementary Education for Teacher Leaders | Add: KEM (Elementary Math Specialist) | This is a new endorsement recently approved by the state. |
| 118 | Elementary Education EdS | Add: KCT (Kentucky Computer Technology), KE36 (ESL Endorsement), KE37 Gifted Education Endorsement, KEV (Environmental Education), KEM (Elementary Math Specialist) | These endorsements may all be attained as part of this program. |
| 119 | Secondary Education EdS | Add: KCT (Kentucky Computer Technology), KE36 (ESL Endorsement), KE37 Gifted Education Endorsement, KEV (Environmental Education) | These endorsements may all be attained as part of this program. |
| 0431 | MGE for Teacher Leaders – Rank II | Delete: KAG (Agriculture), KBU (Business/Marketing Ed), KFA (Family/Consumer Sciences), KIT (Industrial Sciences) | These endorsements may no longer be attained in this program. |
| 0437 | MAE: Special Education, LBD | Delete: LBLB (Advanced LBD certification) | This concentration was eliminated in the most recent program revision. |
| 0438 | MAE: Special Education, MSD | Delete: MSDL (MSD/prior certification in LBD), MSDM (MSD/prior certification in MSD), MSDO (MSD/prior certification other) | These concentrations were eliminated in the most recent program revision. |
| 083 | MS: Library Media Education | Delete: KE36 (ESL endorsement), KE37 (Gifted Ed endorsement), KEV (Environmental Ed endorsement), TCHR (Teacher Education) | The first three endorsements may no longer be attained in this program. The fourth code is redundant and not needed. |

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| 084 | Elem. Education – Rank I | <ul style="list-style-type: none"> • Delete: KAR (Art), KFR (French), KGR (German), KHE (Health Ed), KMU (Music Ed), KPE (Physical Education), KSP (Spanish) • Add: KEM (Elementary Math Specialist) | <ul style="list-style-type: none"> • These endorsements may no longer be attained in this program. • This is a new endorsement recently approved by the state. |
| 132 | Certification-only, Teacher Education | <ul style="list-style-type: none"> • Delete: KE72 (Computer Science endorsement), KE84 (Driver's Education endorsement), KLB (Learning & Behavior Disorder), KMS (Moderate/Severe Disabilities) • Add: KEM (Elementary Math Specialist) | <ul style="list-style-type: none"> • These endorsements may no longer be attained in this program. • This is a new endorsement recently approved by the state. |
| 158 | MGE – Rank I | Delete: KBU (Business/Marketing Ed), KFA (Family/Consumer Sciences), KIT (Industrial Sciences) | These endorsements may no longer be attained in this program. |

CEBS Curriculum Committee

10-04-2011

Professional Education Council

10-12-2011

Graduate Council

__November 10, 2011__

University Senate

Proposal Date: September 19, 2011

**College of Graduate Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Martin Stone, martin.stone@wku.edu, 438-6923

1. Identification of proposed policy revision:

Change in Graduate Studies' Graduate Certificate Programs policy

2. Catalog statement of existing policy:

Graduate Certificate Programs

Students may apply to a graduate certificate program; however, admission or completion of a graduate certificate does not guarantee admission to a graduate degree program. Admission to pursue a graduate certificate is based upon a bachelor's degree and adequate preparation in the area of study. A maximum of 12 hours of graduate certificate course work, if appropriate, may subsequently be applied toward graduate degree requirements.

3. Catalog statement of proposed policy:

Graduate Certificate Programs

Students may apply to a graduate certificate program; however, admission or completion of a graduate certificate does not guarantee admission to a graduate degree program. Admission to pursue a graduate certificate is based upon a bachelor's degree and adequate preparation in the area of study. A maximum of 12 hours of graduate certificate course work, if appropriate, may be duplicated on any other degree program or certificate; however, no more than half of the credits earned toward one certificate may be applied to any other certificate.

4. Rationale for proposed policy revision:

Prevent students from absolute double dipping all coursework from one certificate on another certificate program.

5. Impact of proposed policy revision on existing academic or non-academic policies:

none anticipated

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Graduate Council Rules Committee ____October 2011____

Graduate Council ____November 10, 2011____

University Senate _____