

## **CEBS CURRICULUM COMMITTEE**

**3:00 pm – June 5, 2011**

**GRH 3073**

- I. Approval of Minutes of the May 1, 2012 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

### **II. New Business**

#### Department of Educational Administration, Leadership and Research

1. Revise a Program – 098, Specialist in Education: School Administration

#### School of Teacher Education

1. Delete Course – ELED 445, Introduction to Educational Technology
2. Delete Course – ELED 445G, Introduction to Educational Technology
3. Delete Course – ELED 508, Foundations and Organization of Early Childhood Education
4. Delete Course – ELED 543, Interactive Teaching Skills
5. Create a New Course – GTE 539, Assessment and Identification of Gifted and Talented Children
6. Create a New Course – GTE 540, Creativity and Leadership in Gifted Youth
7. Create a New Major Program – MAE- Gifted Education and Talent Development
8. Revise a Program - Teacher Admission Policy
9. Revise a Program - Admission to Student Teaching Policy

### **III. Other Business**

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

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

**1. Identification of program:**

- 1.1 Current program reference number: 098
- 1.2 Current program title: Specialist in Education: School Administration
- 1.3 Credit hours: Minimum of 36 hours

**2. Identification of the proposed program changes:**

- **Modify admission criteria to reflect new GRE scores and WKU Graduate Studies and Research Admission Criteria**

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at <a href="http://www.wku.edu/ealr">http://www.wku.edu/ealr</a>.</p> <p>The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/supervisory positions.</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at <a href="http://www.wku.edu/ealr">http://www.wku.edu/ealr</a>.</p> <p>The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/supervisory positions.</p>
<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level;</li> <li>2. A minimum score of 850 on the GRE, score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE;</li> <li>3. A Graduate Studies and Research Application for Admission (Form A), along with a copy of current and valid teaching certificate;</li> <li>4. Three recommendation letters from graduate faculty and/or professional associates; Educational Administration, Leadership, &amp; Research application forms for programmatic admission; and</li> <li>5. A departmental review.</li> </ul>	<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level;</li> <li>2. <b>Minimum scores of 148 Verbal and 148 Quantitative on the GRE and an overall GAP score of 605 ((Verbal + Quantitative) + (GPA * 100)), an Analytical Writing Score of 3.5 or higher, or</b> score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE;</li> <li>3. A Graduate Studies and Research Application for Admission (Form A), along with a copy of current and valid teaching certificate;</li> <li>4. Three recommendation letters from graduate faculty and/or professional associates; Educational Administration, Leadership, &amp; Research application forms for programmatic admission; and</li> </ul>

	5. A departmental review.
<p><b>Degree Requirements</b></p> <ol style="list-style-type: none"> <li>1. A minimum of thirty-six (36) semester hours of graduate credit in a planned program beyond the master's degree,</li> <li>2. A minimum of twelve (12) semester hours must be full-time residence credit,</li> <li>3. A minimum of nine (9) semester hours of residence credit must be completed before admission to candidacy and a minimum fifteen (15) semester hours of credit after admission to candidacy.</li> <li>4. Candidates may transfer a maximum of six (6) semester hours, approved by the student's advisory committee, from an institution with an accredited advanced graduate program in educational administration. At least twenty-one (21) semester hours must be in courses numbered 500 or above. Minimum full-time residence requirements may be met through two semesters, or a semester and a summer, or two summers.</li> </ol> <p><b>Specialist Project</b></p> <p>The specialist project is considered to be an integral part of the specialist program.</p> <ol style="list-style-type: none"> <li>1. The student must enroll for six (6) hours of credit in EDAD 699.</li> <li>2. The project shall be planned with reference to the student's field of specialization and professional goals.</li> <li>3. The project may take the form of a field project, a creative study, or a more formal research study. Regardless of the form of the project, the study shall culminate in a written scholarly project.</li> <li>4. This project must be approved by the student's graduate committee and by Graduate Studies and Research.</li> <li>5. Copies of the written project will be bound and retained by the University Library.</li> <li>6. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.</li> <li>7. The project must conform to APA Style and university guidelines.</li> <li>8. The time limit for the completion of all requirements for the specialist degree is six years from the date of first registration in the Specialist in Education Degree Program.</li> <li>9. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.</li> </ol>	<p><b>Degree Requirements</b></p> <ol style="list-style-type: none"> <li>1. A minimum of thirty-six (36) semester hours of graduate credit in a planned program beyond the master's degree,</li> <li>2. A minimum of twelve (12) semester hours must be full-time residence credit,</li> <li>3. A minimum of nine (9) semester hours of residence credit must be completed before admission to candidacy and a minimum of fifteen (15) semester hours of credit after admission to candidacy.</li> <li>4. Candidates may transfer a maximum of six (6) semester hours, approved by the student's advisory committee, from an institution with an accredited advanced graduate program in educational administration. At least twenty-one (21) semester hours must be in courses numbered 500 or above. Minimum full-time residence requirements may be met through two semesters, or a semester and a summer, or two summers.</li> </ol> <p><b>Specialist Project</b></p> <p>The specialist project is considered to be an integral part of the specialist program.</p> <ol style="list-style-type: none"> <li>1. The student must enroll for six (6) hours of credit in EDAD 699.</li> <li>2. The project shall be planned with reference to the student's field of specialization and professional goals.</li> <li>3. The project may take the form of a field project, a creative study, or a more formal research study. Regardless of the form of the project, the study shall culminate in a written scholarly project.</li> <li>4. This project must be approved by the student's graduate committee and by Graduate Studies and Research.</li> <li>5. Copies of the written project will be bound and retained by the University Library.</li> <li>6. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.</li> <li>7. The project must conform to APA Style and university guidelines.</li> <li>8. The time limit for the completion of all requirements for the specialist degree is six years from the date of first registration in the Specialist in Education Degree Program.</li> <li>9. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.</li> </ol>

**4. Rationale for the proposed program change:**

- The GRE changed, effective August 1, 2011, to a new scoring system. The changes in the minimum GRE scores for the Specialist Degree in School Administration was designed to reflect the new scores and the modifications being made to the GAP score from Graduate Studies and Research.

**5. Proposed term for implementation and special provisions (if applicable): Fall, 2013**

**6. Dates of prior committee approvals:**

EALR Department/Division:	04/24/2012
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 04/02/12

**College of Education and Behavioral Sciences  
Department of Elementary Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Name Dr. Pamela Jukes email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu) phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 445
- 1.2 Course title: Introduction to Educational Technology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is no longer a required or elective course in the Elementary Education program; it has not been offered in over 5 years.

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 04/02/12

**College of Education and Behavioral Sciences  
Department of Elementary Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Name Dr. Pamela Jukes    email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu)    phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 445G
- 1.2 Course title: Introduction to Educational Technology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is no longer a required or elective course in the Elementary Education program; it has not been offered in over 5 years.

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
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(Consent Item)**

Contact Person: Name Dr. Pamela Jukes email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu) phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 508
- 1.2 Course title: Foundations and Organization of Early Childhood Education
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is not included as a required or elective course in the new Elementary Education Teacher Leader Master's Program or the current MAE ELED program. This course has not been offered in over 5 years.

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	_____
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University Senate	_____

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**College of Education and Behavioral Sciences  
Department of Elementary Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Name Dr. Pamela Jukes email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu) phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 543
- 1.2 Course title: Interactive Teaching Skills
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is not included as a required or elective course in the new Elementary Education Teacher Leader Master's Program or the current MAE ELED program. This course has not been offered in over 5 years..

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**



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

Contact Person: Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 270-745-5306

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GTE 539
- 1.2 Course title: Assessment and Identification of Gifted and Talented Children
- 1.3 Abbreviated course title: Assessment/Ident GT Children
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisite: GTE 536
- 1.7 Course description: Methods and techniques for assessing and identifying children who are gifted and talented.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will be a critical component of a master's program in Gifted Education. As per the National Association for Gifted Children (NAGC) Gifted Education and Council for Exceptional Students (CEC) Standards for Gifted and Talented Education, the particular content in this course is needed to further develop teacher leadership in gifted education pedagogy. This course also addresses a gap in the current course offerings at WKU in gifted education as there are no courses in assessment and identification of children in gifted and talented education. In addition, the proposed course could be included in other graduate programs in education. This course could also be appropriate for students who want to learn more about identification and assessment about gifted and talented children, but who do not necessarily plan to take any other courses in gifted education.

As the current graduate course offerings do not include courses that accomplish these standards, this course is designed to address Standard 8 of the NAGC and CEC standards in University Teacher Preparation Programs for assessment:

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted (in classrooms and services) use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted must understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They need to understand measurement theory and

practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations (NAGC, 2006).

Within the NAGC Pre-K-Grade 12 Gifted Programming Standards, Standard 2 on Assessment is supported by this course.

Knowledge about all forms of assessment is essential for educators who work with students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators must establish a challenging environment and collect multiple types of assessment information so that all students are able to make continuous progress, including in their area(s) of talent and exceptional potential. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students from diverse backgrounds (NAGC, 2010).

The "Student Outcomes" and "Evidence-Based Practices" will guide the implementation of the Standards for this course with "identification" being a major strand.

2.2 Projected enrollment in the proposed course: 18-22 students. The basis for this estimate is that we typically have at least this number of students enrolled in graduate gifted and talented education courses.

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

The School of Teacher Education offers several courses with content that overlaps the content of the proposed course; however, the proposed course will target gifted and talented education in addressing the similar topics. This course fits in a sequence with the existing GTE courses and will fit with the proposed GTE 540, Creativity and Leadership of the Gifted course. This course would also be appropriate for students who want to learn more about identification and assessment about gifted and talented students, but who do not necessarily plan to take any other courses in gifted education.

Examples of courses in the School of Teacher Education that have some overlap with the proposed course are the following:

TCHL 550 Student Assessment I: Fundamentals of Assessment focuses on an understanding of validity, reliability, descriptive statistics, and professional aspects of evaluating students to improve student learning. GTE 539 is similar in that the focus is to understand what assessments are valid and reliable with assessing and identifying gifted children. However, the courses differ in that the

additional focus in the GTE course is for identifying the population of gifted children.

TCHL 554 Student Assessment II: Standardized Testing examines both national norm-reference and state criterion-reference tests and unitization of accountability data in planning for school improvement. The course is similar to GTE 539 in that they both focus on an understanding of national-normed assessments. However, GTE 539 goes beyond this scope with one-on-one assessments and observations that vary in format, such as individually-administered ability and aptitude tests and creativity tests.

TCHL 558 Student assessment: Classroom Tests and Instruments focuses on the development of advanced skills for designing and creating classroom assessment instruments. This is similar to GTE 539 in that consideration for how to assess students in the gifted classroom is emphasized. However, the purpose of GTE 539 goes beyond this, and it will not be about test design over classroom content for the purpose of discerning learning from instruction. Rather GTE 539 will focus on how and what to use to identify gifted children.

In Special Education, EXED 530 Advanced Assessment Techniques provides experiences for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments. This course is similar to GTE 539 in that it includes procedures and interpreting assessment procedures and instruments. However, the two courses differ in that GTE 539 focuses on the gifted population and development of identification protocol and policy.

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

If students in other department majors are interested in expanding their expertise in identification and assessment of gifted and talented students, this may be a course that would be of interest.

In Counseling and Student Affairs, one related course is CNS 552 Testing and Assessment. That course discusses methods, techniques, statistics, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering and interpreting both objective and subjective instruments used in counseling. The course surveys research design and statistics and uses data in decision making. The courses are similar in that they both focus on the best practices for and research on testing. However, GTE 539 is specific to the identification and assessment of gifted children. Identification is a possible departure as it is a major goal of the course.

In Psychology, PSY 560 Assessment of Cognitive and Intellectual Functioning is a course that focuses on the administration of the WISC, WAIS and other individually administered tests used as basic tools in education, occupational

guidance, and clinical diagnosis. GTE 539 is similar to this course in that they both focus on assessments to determine cognitive abilities. However, the GTE 539 is taught from the focus of developing a gifted education identification system and incorporation of group testing.

Also in Psychology, PSY 561 Advanced Assessment in Educational Settings involves interpretation and integration of assessment information for use in educational settings. The course examines tests, behavior rating scales, ecological analysis, systematic observations, and functional behavioral assessment. GTE 539 is similar to this course again due to the focus on incorporating a variety of tests and observations. However, the courses differ in that PSY 561 has a broader focus and purpose where as GTE 539 focuses more narrowly on the identification of gifted children.

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

Courses similar to this one:

Ball State University has an Endorsement Program that includes EDPSY 621: Identification and Evaluation of Gifted Children. GTE 539 is similar to this course in that they both have the major goal of identification of gifted children. Both courses examine past and current practices for identifying gifted students. The courses both include measurement and assessment issues implicit in the identification process and methods for evaluating gifted children and their programs.

Purdue University Master's in Gifted and Talented Education includes a course, EDPS 541: Identification and Evaluation in Gifted Education.

EDPS 541 Course Description: The focus of this course is on the identification, selection, and evaluation of gifted, talented, and creative students for special programs designed to meet their needs. This course also addresses issues in student assessment, authentic/performance assessment, and secondary issues with gifted students. This course is required for the gifted education licensure in Indiana.

Northwestern University's Gifted Education Graduate Program and University of Connecticut's Master's in Gifted Education and Talent Development do not include a course of this kind. The proposed course would be a necessary and important addition to meeting the standards charted for meeting the needs of identifying and serving gifted and talented students.

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

At the completion of the course students will be able to:

- Develop a plan for how to create environments and instructional activities that encourage students to express diverse characteristics and behaviors associated with giftedness.
- Establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
- Provide a set of assessments on that could be used for identification: qualitative and quantitative information from a variety of sources, including off-level testing. Select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
- Collect assessment data and adjust curriculum and instruction to learn about each student's developmental level and aptitude for learning.
- Interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
- Develop a plan to select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
- Plan a session and provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
- Develop a plan to inform parents/guardians about the identification process -- obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
- Develop a plan to communicate and implement district and state policies designed to foster equity in gifted programming and services.
- Develop documents that provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
- Make appropriate suggestions for improving a school district's high ability program that are consistent with the best practices outlined in the state's Standards for Gifted Education.

#### 3.2 Course content outline

- Introduction to Identification
  - Assessment Standards
- Overview of Identification and Statistics Associated with Testing of Gifted and Talented Students

- Diverse Characteristics of Identification
- Identification Plan
- Identification of Diverse Populations
- Multiple/Appropriate/Ongoing Assessment Plan
- Instrument Selection and Identifying Underrepresented Populations
  - Nomination and Screening, Instrumentation, and Eligibility
- Identification Plan
  - Procedures for Entering, Petitioning and Exit Procedures, Key Personnel & Professional Development Plan, and Timeline
- Checklist Items Pertaining to
  - Characteristics and Individuals Learning Differences of Students with Gifts and Talents and
  - Understanding and Applying Appropriate Instructional Planning, Strategies, and Learning Environments for Students with Gifts and Talents
  - Professional and Ethical Practice and Collaboration in the Education of Students with Gifts and Talents
- Assessment and Evaluation
  - District Plan Analysis

### 3.3 Student expectations and requirements:

Student learning will be evaluated based on a combination of the following: exams, assessment projects, research article summaries, and class presentations, such as the following:

- Discussion Board
  - Apply personal leadership and processing through discussion board -- some small group and others whole class discussion.
- Diverse Characteristics of Identification Assignment: (Multimedia presentation)
  - Show how all students in grades PK-12 have **equal access** to a **comprehensive assessment system** that allows them to **demonstrate diverse** characteristics and behaviors that are associated with giftedness.
    - Develop a plan for how to create environments and instructional activities that encourage students to express diverse characteristics and behaviors associated with giftedness.
    - Plan a session and provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
- Identification Plan Assignment:
  - Show how each student **reveals his or her exceptionalities or potential** through assessments so that appropriate instructional accommodations and modifications can be provided.
- Identification of Diverse Populations Assignment:
  - Show how students with identified needs represent **diverse backgrounds and reflect the total student population** of the district.
- Multiple/Appropriate/Ongoing Assessment Plan Assignment:

- Develop a plan to find students with gifts and talents that demonstrate advanced and complex learning as a result of using **multiple, appropriate, and ongoing assessments.**

3.4 Tentative texts and/or resources and course materials:

- Clark, G. (2004). Screening and identifying students talented in the visual arts: Clark's drawing abilities test. In J.S. Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 101-115). Thousand Oaks, CA: Corwin.
- Johnsen, S. K. (Ed.). (2011). *Identifying gifted students: A practical guide*. (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Kanevsky, L. (2000). Dynamic Assessment of gifted learners. In K. A. Heller, F. J. Monks, R. J. Sternberg, & R. F. Subotnik (Eds.), *International handbook of giftedness and talent* (2nd ed., pp. 283-295). New York: Elsevier.
- Purcell, J. & Eckert, R. (2006). *Designing services and programs for high-ability learners*. Thousand Oaks, CA: Corwin Press
- Renzulli, J. S., & Delcourt, M. A. B. (2004). The legacy and logic of research on the identification of gifted persons. In J.S.Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 71-78). Thousand Oaks, CA: Corwin.
- Siegle, D. (2002). Creating a living portfolio: Documenting student growth with electronic portfolios. *Gifted Child Today*, 25(3), 60-65.
- Torrance, E.P. (2004). The role of creativity in identification of the gifted and talented. In J. S. Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 17-24). Thousand Oaks, CA: Corwin.
- VanTassel-Baska, J. (2004). Metaevaluation findings: A call for gifted program quality. In J. VanTassel-Baska & A. X. Feng (Eds.), *Designing and utilizing evaluation for gifted program improvement* (pp. 227-245). Waco, TX: Prufrock Press.

Identification:

<http://mediasite.bsu.edu/BSU40/Viewer/?peid=fe38f308-2650-465b-895e-bba481b322eb>

Overview of Testing:

<http://mediasite.bsu.edu/BSU40/Viewer/?peid=56e24ca5-14a5-471a-9200-4769ff0ef71e>

Qualitative Measures in Identifying High Ability Students:

<http://mediasite.bsu.edu/BSU40/Viewer/?peid=6d0fe896-a772-4d39-be4d-d9cc2586b93d>

Internet Links for articles on identifying underrepresented populations

<http://faculty.education.uiowa.edu/dlohman/pdf/LohmanWallace%202006%20tal%20k.pdf>

[http://faculty.education.uiowa.edu/dlohman/pdf/Identifying\\_AcademicallyTalented.pdf](http://faculty.education.uiowa.edu/dlohman/pdf/Identifying_AcademicallyTalented.pdf)

**4. Resources:**

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: recent staffing has been hired for gifted education
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation:** Spring 2013

**7. Dates of prior committee approvals:**

School of Teacher Education 2-10-12

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Library Resources Form, Course Inventory Form**



Proposal Date: 02/10/2012

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

Contact Person: Nielsen Pereira, nielsen.pereira@wku.edu, 270-745-4140

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GTE 540
- 1.2 Course title: Developing Creativity and Leadership in Gifted Youth
- 1.3 Abbreviated course title: Creativity & Leadership Gifted
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisite: GTE 536
- 1.7 Course catalog listing: Theoretical and practical aspects of creativity and leadership as related to identification and programming for gifted children and youth. Best practices in helping children and youth develop creativity and leadership.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will be a critical component of a master's in Gifted Education. In addition, the course could be included in other graduate programs in education. Gifted children constitute a category of exceptional children in Kentucky since the creation of the Kentucky Education Reform Act (KRS 157.200). As per the Teacher Knowledge & Skill Standards for Gifted and Talented Education (National Association for Gifted Children: NAGC, 2006) as well as the federal and Kentucky definitions of gifted children, creativity and leadership are two domains of giftedness. Teachers of the gifted need the content included in this course to address the needs of children identified as gifted in creativity and leadership. Teachers of gifted students need to understand characteristics of as well as the research on students who are gifted in creativity and leadership. Teachers need to be able to use instruments and tools to identify students who are gifted in those domains and to help students develop creativity and leadership.

As the current graduate course offerings do not include courses that address issues related to creativity and leadership of gifted children in enough depth, this course is designed to fill a great need for a master's in Gifted Education program. This course is connected to the following NAGC-CEC Teacher Knowledge & Skills Standards for Gifted and Talented Education:

Standard 2 Development and Characteristics of Learners: Teachers of the gifted should have knowledge of characteristics of individuals who are gifted in the creative and leadership domains.

Standard 5 Learning Environments and Social Interactions: Teachers should be proficient in designing learning opportunities that promote leadership.

Standard 8 Assessment: Teachers need to be able to use a variety of assessments to identify gifted students, including assessments that measure creativity and leadership skills.

Within the P-12 NAGC Standards for Programming, the following standards are supported by this course.

Standard 3 Curriculum Planning and Instruction: Teachers should provide students with opportunities to develop their talents in multiple areas, including creativity and leadership.

Standard 4 Learning Environments: This standard emphasizes the development of 21<sup>st</sup> century skills, including leadership skills and creative productivity.

Although the current course offerings in the gifted and talented education (GTE) endorsement include issues related to characteristics of, creating appropriate learning environments for, and assessment of gifted learners, the focus is on the several domains included in the federal and Kentucky definitions of giftedness and not specifically on creativity and leadership. Of the several domains included in the federal definition of giftedness, creativity and leadership are the ones that are not often covered in general education courses and only briefly discussed in the current GTE course offerings.

- 2.2 Projected enrollment in the proposed course: 18-22 students. The basis for this estimate is that we typically have this number of students enrolled in graduate gifted and talented education courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: Several required courses for the endorsement in Gifted and Talented Education address issues related to creativity and leadership in gifted education, but none of these courses address these issues in enough depth. GTE 536: Nature and Needs of Gifted, Creative and Talented Students is an introduction to a variety of issues in gifted education, including identification and services for children who are gifted in the several domains included in the federal definition of giftedness (including creativity and leadership). GTE 537: Curriculum, Strategies, and Materials for Gifted Students includes issues related to programming options, strategies, and materials for children who are gifted in the domains included in the federal definition of giftedness. GTE 540 will focus on the study of conceptions of giftedness and intelligence that include creativity and leadership and the application of such conceptions to the development and delivery of gifted programs. Emphasis will also be placed on the identification of students who are gifted in the areas of creativity and leadership, on helping elementary and high school students develop creativity and leadership, as well as on strategies to differentiate instruction for students who are gifted in those areas. EDU 522: Fundamentals of Differentiated Instruction covers strategies for differentiating

instruction for “multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness” whereas GTE 540 will cover differentiated strategies for students who are gifted in creativity and leadership. One of the graduate course offerings in Library Media Education, LME 411G: Creative Media Experiences for Children, covers “methods and procedures for developing creativity in children” as well “the design and evaluation of materials and activities in a variety of media formats for school and library settings.” GTE 540 will focus on developing creativity in gifted children with a focus on all content areas in P-12 educational settings.

- 2.4 Relationship of the proposed course to courses offered in other departments: One related course is PSY 432/432G: Psychology of the Gifted, which covers “intellectual, emotional, and social characteristics of gifted and creative children with emphasis on education services and programs that maximize gifted development.” GTE 540 will differ from this course as the focus is on identification methods and programming options for students who are gifted in the areas of creativity and leadership.

There are several courses in the Doctor of Education program that address leadership topics, such as EDLD 710: Leadership I- Leadership Theories and Ethics and EDLD 720: Leadership II – Individual and Group Issues in Leadership, but none of these course specifically focuses on the development of leadership and creativity in students in P-12 settings. GTE 540 will focus on how teachers can help students in P-12 settings develop creativity and/or leadership, research on creativity and leadership in gifted education, and how students who are gifted in creativity and/or leadership can be identified.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Purdue University, Northwestern University, and the University of Connecticut are three of the leading American universities in gifted education. The master’s and doctoral programs in gifted education at those universities include courses on creativity and/or leadership. The following courses are similar to GTE 540: Purdue University: EDPS 591D Creativity and Intelligence: The major purpose of this course is to study the theoretical and practical aspects of creativity and intelligence. Students will explore various theories of intelligence, giftedness, and creativity to gain a deeper understanding concerning the uniqueness of human potential and performance. GTE 540 is similar to this course in that both courses focus on theoretical and practical aspects of creativity. EDPS 591D also includes theories of intelligence and giftedness, which currently are discussed in other courses within WKU’s Gifted Endorsement, such as PSY 432G.

Northwestern University: MS\_ED 442 The Gifted: Theoretical Foundations of Creativity and Giftedness: Participants gain a solid understanding of historical and current perspectives and conceptualizations of giftedness, talent and creativity. MS\_ED 443 The Gifted: Leadership and Advocacy: The course explores gifted program standards, models and evaluation along with means of advocating for gifted education at the local, state and national levels. GTE 540

will include aspects of both MS\_ED 442 and MS\_ED 443 since it will include topics such as current issues related to and conceptualizations of creativity and leadership.

University of Connecticut: EPSY 5750: Creativity: The identification of creative thinking and problem solving and the development and implications of creativity training materials and teaching strategies. GTE 540 will include identification and teaching strategies that teachers can use to help students develop creativity. Other current course offerings in the GTE endorsement include a few strategies that teachers can use to help students develop creativity, but the focus tends to be on helping teachers differentiate in the various content areas.

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

This course is designed to explore past and current best practices in the identification of and programming for children and youth who are gifted in creativity and leadership as well as the development of creativity and leadership in gifted education settings.

At the conclusion of the course students will be able to:

- Demonstrate in-depth understanding of theories of creativity and leadership in gifted education.
- Demonstrate knowledge of characteristics of children who are gifted in creativity and leadership and apply that knowledge to improve identification procedures in a school district.
- Demonstrate understanding of how creativity and leadership are defined in the gifted education legislation and the implications of those definitions for programming and instruction in gifted programs.
- Use qualitative and quantitative assessments for identifying and placing individuals who are gifted in the areas of creativity and leadership.
- Demonstrate understanding of factors that influence the development, assessment, and evaluation of creative and leadership potential in gifted education settings.
- Analyze and critique gifted education models and materials that stimulate the development of creativity and leadership.
- Apply creativity and leadership theories to planning instruction or programs that will help gifted students develop creativity and leadership.

#### **3.2 Course content outline**

This course will consist of three modules: Introduction to creativity and leadership, Creativity in gifted education, and Leadership in gifted education. Each of these modules will include several sub modules that will cover issues related creativity and leadership in gifted education such as current research, federal and state legislation, classroom strategies, programming for gifted students, and assessment.

## Module 1: Introduction to creativity and leadership in gifted education

- Creativity and leadership in the gifted education legislation and standards (federal definition, Kentucky legislation, NAGC/CEC Teacher Standards, NAGC Pre-K-Grade 12 Standards)
- Current research on creativity and leadership in gifted education as well as related fields
- Gifted education models and strategies that stimulate the development of creativity and leadership

## Module 2: Creativity in gifted education

- How can you identify creative students? Characteristics of creative people (including historical and current figures who are notorious for their creative endeavors and interviews with a creative acquaintance, friend, or family member)
- Research on creativity in gifted education (e.g., Torrance, Csikszentmihalyi, Renzulli)
- Assessment of creativity
  - Issues in the measurement of creativity with the purpose of identifying gifted students
  - Qualitative measures of creativity
  - Quantitative measures of creativity (Torrance Test of Creative Thinking, Williams Creative Assessment Packet, Scales for Rating the Behavioral Characteristics of Superior Students – Creativity)
- Creativity development: Can creativity be developed? How would various theorists in gifted education answer that question?
- Barriers to creativity development in gifted education settings
- Strategies to help students develop creativity
  - Models that stimulate the development of creativity (e.g., Creative Problem Solving, Odyssey of the Mind/Destination Imagination)
  - Strategies and materials that stimulate the development of creativity (e.g., SCAMPER, brainstorming, metaphorical thinking)
  - Developing your own creativity through a strategy of your choice

## Module 3: Leadership in gifted education

- How can you identify leaders in your classroom? Characteristics of leaders (including historical and current figures who are notorious for their leadership skills and interviews with an acquaintance, friend, or family member who holds a leadership position)
- Research on leadership in gifted and general education, as well as related fields
- Assessment of leadership skills
  - Issues in the measurement of leadership skills with the purpose of identifying gifted students
  - Qualitative measures of leadership skills
  - Quantitative measures of leadership skills

- Barriers to leadership development in gifted education settings
- Gifted programs and leadership development
  - Models that stimulate the development of leadership
  - Strategies and materials that stimulate the development of leadership

3.3 Student expectations and requirements:

Students will be evaluated based on their performance in completing assignments, discussions, exams, lessons plans, and other projects. Students will be required to critique and analyze results and implications of research on instruments used to assess creativity and leadership as well as gifted curriculum or programming models that focus on the development of creativity and/or leadership.

3.4 Tentative texts and course materials:

Bean, S. M. (2009). *Developing leadership potential in gifted students*. Waco, TX: Prufrock Press.

Cramond, B. (2005). *Fostering creativity in gifted students*. Waco, TX: Prufrock Press.

Davis, G. A. (2004). *Creativity is forever*. Dubuque, IA: Kendall/Hunt Publishing Company.

Smutny, J. F., & van Fremd, S. E. (2009). *Igniting creativity in gifted learners, K-6*. Thousand Oaks, CA: Corwin Press.

Starko, A. J. (2010). *Creativity in the classroom: Schools of curious delight* (4th ed.). New York, NY: Routledge.

**4. Resources:**

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: current staffing
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. **Proposed term for implementation:** Spring 2013

7. **Dates of prior committee approvals:**

School of Teacher Education 2/10/2012

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Library Resources Form, Course Inventory Form**

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

Contact Person: Julia Link Roberts, Ed.D., [julia.roberts@wku.edu](mailto:julia.roberts@wku.edu), 5.6323

**1. Identification of program:**

- 1.1 Program title: Gifted Education and Talent Development
- 1.2 Degree Type: Master of Arts in Education (MAE)
- 1.3 Classification of Instructional Program Code (CIP): 13.1044
- 1.4 Required hours in proposed major program: 30-37
- 1.5 Special information: The MAE in Gifted Education and Talent Development comprises two concentrations. One concentration, Advanced Certification for Teacher Leaders, is designed for educators who seek gifted endorsement as they obtain teacher certification beyond the initial level. Those who complete this concentration will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KGTE) and Teacher Leader (KTLE) endorsements. The second concentration, Advanced Research Focus, is designed for candidates with and without a teaching certificate who are pursuing graduate work in gifted education and talent development. This concentration will not lead to a Rank II in Kentucky.  
The program prepares candidates for teaching in elementary, middle, or high school settings, for teaching in postsecondary settings, for continuing graduate work toward a doctorate in gifted education and talent development, and for other careers that involve a strong background in gifted education and talent development.
- 1.6 Program admission requirements: Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.

**The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:**

A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of a Kentucky Higher Education Institute other than WKU

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 GRE



scores (i.e., 550 or higher), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of an Out-of-State Institution of Higher Education

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 GAP scores (i.e., 550 or higher), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued 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.

**The following criteria apply for candidates seeking admission to the Advanced Research Focus concentration:**

Applicants must meet the following:

- Submit a qualifying GAP score of 550 or higher ( $GAP = [GRE-V \text{ score} + GRE-Q] \text{ added to } [GPA \times 100]$ ) and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher.

- 1.7 Catalog description: Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website:  
<http://edtech.wku.edu/gifted/programs/index.html>.

The MAE in Gifted Education and Talent Development prepares professionals with expertise about children and youth with gifts and talents. One concentration for the MAE in Gifted Education and Talent Development is designed to provide Advanced Certification for Teacher Leaders who can positively impact student learning in their classrooms, schools, and districts. 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.

Those who complete this concentration will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KGTE) and Teacher Leader (KTLE) endorsements. The second concentration, Advanced Research Focus, is planned for educators and non-educators seeking advanced coursework in gifted education and talent development.

This concentration will not lead to a Rank II in Kentucky. The MAE in Gifted Education and Talent Development prepares candidates for teaching in elementary, middle, or high school settings, for teaching in postsecondary

settings, for continuing graduate work toward a doctorate in gifted education and talent development, and for other careers that involve a strong background in gifted education and talent development.

Program graduates will possess the following competencies. They will:

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

Program admission requirements: Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the candidate is pursuing.

**The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:**

A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of a Kentucky Higher Education Institute other than WKU

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 scores (i.e., 550 or

higher), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

**Graduate of an Out-of-State Institution of Higher Education**

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 GAP scores (i.e., 550 or higher), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued 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.

**The following criteria apply for candidates seeking admission to the Advanced Research Focus concentration:**

Applicants must meet the following:

- Submit a qualifying GAP score of 550 or higher ( $GAP = [GRE-V \text{ score} + GRE-Q] \text{ added to } [GPA \times 100]$ ) and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher.

**Program description:**

**Curriculum for Advanced Certification for Teacher Leaders Concentration:**

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 30-32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some of the TCHL courses, plus courses in gifted and talented education. All students must either complete TCHL 540, 544, 548, 550, 554, and 558, or pass proficiency evaluations for these courses. TCHL 500 and 560 and the program core courses are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four 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 and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives

make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

Advanced Certification for Teacher Leaders

Core Gifted Education Component --15 hours

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)

GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)

GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)\*\*\*

GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)\*\*\*

PSY 432G Psychology of the Gifted and Creative (3 hours)

Professional Education Component – 6-13 hours (depending on proficiency exam performance)

TCHL 500 Foundations of Teacher Leadership (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)

Practicum – 3 hours

GTE 538 Practicum for Teachers of Gifted Students (3 hours)

Electives – 0-6 hours

Up to six hours may be selected with advisor approval.

Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

**Total Program Hours: 30-37**

**Mid-Point Assessment Requirements:**

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, *even if a candidate's program of studies does not include the courses*. All candidates will upload all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

**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 a venue approved by their advisor.

Candidates must have at least a 3.0 GPA overall and in program coursework. The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student's professional needs and goals.

### **Curriculum for Advanced Research Focus Concentration**

#### **Core Gifted Education Component -- 15 hours**

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)

GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)

GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)\*\*\*

GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)\*\*\*

PSY 432G Psychology of the Gifted and Creative (3 hours)

#### **Advanced Gifted Education, Research Methods, and Thesis – 15 hours**

EDFN 500 Research Methods or equivalent, approved by advisory committee (3 hours)

GTE 636 Issues in Gifted and Talented Education (3 hours)\*\*\*

GTE 637 Seminar in Gifted and Talented Education (3 hours)\*\*\*

GTE 599 Thesis Research and Writing (6 hours)

#### **Elective – 0-3**

Up to three hours may be selected with advisor approval. Advisor-approved courses are selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

### **Total Program Hours: 30-33**

\*\*\*New courses proposed.

### **Program Completion Requirements:**

Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.

## **2. Rationale:**

2.1 Reason for developing the proposed major program: There are needs among educators to develop expertise in gifted education and talent development and for improved services for children with gifts and talents. Gifted children have constituted a category of exceptional children in Kentucky since 1990 and the passage of the Kentucky Education Reform Act (KRS 157.200). National reports call for the development of gifts and talents among children and youth in the U.S. *Mind the (Other) Gap* (2010) described the excellence gap in the U.S. It cited the low percentages among children reaching advanced levels of achievement and highlighted that not enough children in any of the gap groups (using NAEP data) reach the advanced level to make a percentage of the school-age population. A report by the

Jack Kent Cooke Foundation entitled *achievementtrap* (2007) described students from low-income families who enter school in the upper quartile, but high numbers of them drop from that quartile each year they are in school. The National Science Board released *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* (2010). "Efforts to raise the educational achievement for all students must not only be continued in earnest, but accelerated. However, to reach *true* equality of opportunity, and to ensure that potential does not go unrealized, we must not overlook the educational needs of our Nation's most talented and motivated students. Too often, U.S. students with tremendous potential to become our future innovators go unrecognized and undeveloped. The dual goals of raising the floor of base-level performance and elevating the ceiling for achievement are not mutually exclusive (p. 10)." The National Science Board issued the report *Rising Above the Gathering Storm* (2007). One of the recommendations is to "Make the United States the most attractive setting in which to study and perform research so that we can develop, recruit, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world."

The 2011 TELL Survey gathered data from 53,000 Kentucky teachers, and 53 percent of them reported that they need professional development to teach gifted and talented children and youth more effectively.

Standards are in place to guide the development of the master's degree program at WKU. The National Association for Gifted Children (NAGC) Pre-K – Grade 12 Gifted Programming Standards (2010) established standards for children and youth with gifts and talents. These standards focus on student outcomes, what students will be doing when the standards are met. In addition, the standards detail the research base and best practices for teachers to achieve the student outcomes. The NAGC/CEC (Council of Exceptional Children) (2007) enumerated standards to be used in the development of programs to prepare educators in the field of gifted education. In order to adequately prepare educators with the NAGC/CEC NCATE Standards, it is important to extend the current course offerings beyond the 12 graduate hours required in Kentucky for the endorsement in gifted education for educational leaders who want to become leaders in the field of gifted education and talent development.

Furthermore, Western Kentucky University is the ideal place to offer the MAE in Gifted Education and Talent Development. The twelve-graduate-hour sequence leading to Gifted Endorsement has been offered at WKU each year since 1984 when the endorsement was first required of educators working with gifted students in Kentucky. The Center for Gifted Studies celebrated its 30<sup>th</sup> year in 2011, and it offers programming for children and youth with gifts and talents, their educators, and parents. It is one of the major centers in gifted education in the United States. The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) was the Duke Talent Identification Program's first cooperative program, and it brings approximately 240 7<sup>th</sup>-10<sup>th</sup> graders to campus for three weeks each summer. These students come from across the country as well as internationally. The Summer Camp for Academically Talented Middle School Students (SCATS) will be offered for the 30<sup>th</sup> year in 2012, and approximately 220 6<sup>th</sup> – 8<sup>th</sup> graders will come to campus for two weeks of learning. The Center offers one of the largest Advanced Placement

institutes in the country, and 2012 will mark the 29<sup>th</sup> summer for the WKU Advanced Placement Summer Institute. The Center for Gifted Studies was instrumental in creating the Carol Martin Gatton Academy of Mathematics and Science in Kentucky and in having the Gatton Academy located on the WKU campus. In 2012, *Newsweek* named the Gatton Academy the number one public high school in the country. Schneider Hall is the home to The Center for Gifted Studies and the Gatton Academy. The Kentucky Association for Gifted Education has been housed in The Center for Gifted Studies for 20 years. In January 2011, the international headquarters of the World Council for Gifted and Talented Education relocated to WKU.

#### References

- National Science Board. (2010). *Preparing the next generation of STEM innovators: Identifying and developing our nation's human capital*. Arlington, VA: National Science Foundation.
- Plucker, J. A., Burroughs, N., & Song, R. (2010). *Mind the (other) gap! The growing excellence gap in K-12 education*. Retrieved from <http://ceep.indiana.edu/minthegap>
- Wyner, J. S., Bridgeland, J. M., & DiIulio, J. J. (2007). *achievementtrap: How America is failing millions of high-achieving students from lower-income families*. Lansdowne, VA: Jack Kent Cooke Foundation.

2.2 Projected enrollment in the proposed major program: It is estimated that 20-25 new students will be admitted each year. This estimate is based on the number of graduate students who currently enroll in the gifted endorsement program annually. Forty-one teachers were recommended for the gifted endorsement at WKU from 2010 to 2011. The TELL Survey (2011) reported that 53% of Kentucky teachers self-report that they need to know more about how to effectively teach children with gifts and talents. In addition, informal contacts suggest that some prospective students for the Advanced Research Focus concentration will come from outside of professional education. Among these will be individuals who plan to pursue doctoral studies in educational psychology and other fields in which expertise related to gifted and talented youths is relevant and necessary.

2.3 Relationship of the proposed major program to other programs now offered by the department: Since the gifted education endorsement program was established in Kentucky in 1984, Western Kentucky University has offered the sequence of 12 graduate hours annually, the only Kentucky institution of higher education to do so. The proposed master's program will include the courses offered for the gifted endorsement program and build on that foundation by extending graduate course work in gifted education and talent development and offering two concentrations leading to the MAE in Gifted Education and Talent Development. The concentration for Advanced Certification for Teacher Leaders will share professional education core courses with other WKU Teacher Leader programs. The MAE in Gifted Education and Talent Development for Teacher Leaders will include offerings in the current Teacher Leader master's degree programs and extend the area of specialization to gifted education in the Advanced Certification for Teacher Leaders.

Courses in the core for Teacher Leadership include TCHL 500, Foundations of Teacher Leadership, 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), and TCHL 560, Action Research Capstone for Teacher Leaders (3 hours). The second concentration, Advanced Research Focus, will provide courses in gifted education to extend the student's knowledge and experience in gifted education and talent development with a focus on research.

- 2.4 Relationship of the proposed major program to other university programs: The Professional Education Core of 6-13 hours in the Advanced Certification for Teacher Leaders concentration is aligned with the framework of the Professional Education Core in the Teacher Leader programs outside of the School of Teacher Education. That is, all graduate programs that lead to the Teacher Leader endorsement have a common core of professional education course work. Examples of other programs that share Teacher Leader professional education courses are the MAEs in Art Education for Teacher Leaders and Biology Education for Teacher Leaders.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states: Other public universities in Kentucky offer the gifted education endorsement within their teacher leadership programs; these include Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University (which also has a special topics class of 3-6 hours in the catalog that could focus on gifted education), and the University of Louisville. No other Kentucky university currently offers more than the 12 hours of coursework required for the gifted endorsement program in a master's degree program. Ball State University, a benchmark university in Indiana, offers a certificate program (endorsement), a master's degree, and a Ph.D. in gifted education. Other universities offering advanced degrees in gifted education include the University of Georgia, the University of Missouri, Purdue University, the College of William & Mary, Texas A & M University, and the University of Connecticut. The proposed MAE in Gifted Education and Talent Development will have similar course work to that offered in the master's degree programs in gifted education offered at the out-of-state universities listed here.
- 2.6 Relationship of the proposed major program to the university mission and objectives: Western Kentucky University provides research, service, and lifelong learning opportunities for its constituents. This program will prepare educators to provide services for children and young people who are gifted and talented. The MAE in Gifted Education and Talent Development has two concentrations and will prepare professional educators and others to work with high-ability children to develop skills, enhance knowledge, and encourage an innovative spirit needed for success in postsecondary opportunities and the development of lifelong learners.



### 3. Objectives of the proposed major program:

At the conclusion of the program, students will:

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

### 4. Program description:

#### 4.1 Curriculum for Advanced Certification for Teacher Leaders Concentration:

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 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some of the TCHL courses, plus courses in gifted and talented education. All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500 and 560 and the program core courses are required for all students and there are no proficiency evaluations that may be submitted for these courses.

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four 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 and content areas. The second component, Specialization, directs the candidates into gifted education as the

selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

### **Advanced Certification for Teacher Leaders Concentration**

#### **Core Gifted Education Component—15 hours**

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)

GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)

GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)\*\*\*

GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)\*\*\*

PSY 432G Psychology of the Gifted and Creative (3 hours)

#### **Professional Education Component – 6-13 hours (depending on proficiency exam performance)**

TCHL 500 Foundations of Teacher Leadership (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)

#### **Practicum – 3 hours**

GTE 538 Practicum for Teachers of Gifted Students (3 hours)

#### **Elective Courses – 0-6 hours**

Up to 6 hours may be selected with advisor approval.

Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

### **Total Program Hours: 30-37**

#### **Mid-Point Assessment Requirements:**

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, *even if a candidate's program of studies does not include the courses*. All candidates will upload all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

#### **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 a

venue approved by their advisor.

Candidates must have at least a 3.0 GPA overall and in program coursework.

**Curriculum for the Advanced Research Focus Concentration:**

The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student's professional needs and goals.

**Curriculum for Advanced Research Focus Concentration**

Core Gifted Education Component -- 15 hours

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)

GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)

GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)\*\*\*

GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)\*\*\*

PSY 432G Psychology of the Gifted and Creative (3 hours)

Advanced Gifted Education, Research Methods, and Thesis – 15 hours

EDFN 500 Research Methods or equivalent, approved by advisory committee (3 hours)

GTE 636 Issues in Gifted and Talented Education (3 hours)\*\*\*

GTE 637 Seminar in Gifted and Talented Education (3 hours)\*\*\*

GTE 599 Thesis Research and Writing (6 hours)

Elective – 0-3

Up to six hours may be selected with advisor approval. Advisor-approved courses are selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

**Total Program Hours: 30-33**

**\*\*\*New courses proposed.**

**Program Completion Requirements:**

Candidates must successfully defend a thesis and have at least a 3.0 cumulative GPA overall and in program coursework.

- 4.2 Accreditation, certification, approval, and/or licensure: Western Kentucky University's initial and advanced preparation programs in professional education are approved by the National Council for Accreditation of Teacher Education and by Kentucky's Education Professional Standards Board. In addition, the proposed program is designed to meet the National Association for Gifted Children/Council for Exceptional Children Teacher Knowledge and Skill Standards for Gifted and Talented Education. Candidates must earn a qualifying score on the Praxis II in Gifted Education to qualify for the endorsement in gifted education, a requirement of

the Professional Education Standards Board.

4.3 Program delivery: In general, coursework in the program will be delivered online, with some courses also offered on the main campus. Completion of GTE 538 *Practicum for Teachers of Gifted Students* may require students to enroll on the main campus in a summer session.

## 5. Resources:

5.1 Faculty: Julia Link Roberts, Ed.D.; Janet Tassell, Ph.D.; Nielsen Pereira, Ph.D.; Judy Davison, Ph.D.

**Julia Link Roberts**, Mahurin Professor of Gifted Studies, is Executive Director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky. She is actively involved in the leadership of the National Association for Gifted Children, the Council for Exceptional Children/The Association for the Gifted, the World Council for Gifted and Talented Children, and the Kentucky Association for Gifted Education. She has published five books and numerous articles and columns and has directed \$6 million in grants. She is a speaker at state, national, and international conferences. Dr. Roberts earned the Ed.D. at Oklahoma State University.

**Janet Lynne Tassell** earned her PhD from Indiana University in Curriculum and Instruction with a major in mathematics education and a minor in gifted education. She has provided professional development courses in gifted education, consulted for school districts regarding identification and programming, and speaks at state and national conferences to educators and parent groups regarding STEM discipline issues in gifted education. Currently, she serves as the professional development director for WKU and Warren County Public Schools collaborative initiative -- Project GEMS (Gifted Education in Math and Science).

**Nielsen Pereira** received his Ph.D. in Educational Psychology from Purdue University with a specialization in gifted and talented education and applied measurement and research methods as a secondary area of specialization. He is an Assistant Professor at Western Kentucky University where he teaches courses related to gifted education, research methods, and multicultural education. He was coordinator of student programs for the Gifted Education Resource Institute at Purdue University. He has presented in national and international conferences and has published in peer-reviewed journals in the United States and in Brazil.

**Judy Davison** has a MAE degree in gifted education and an Ed.D. in curriculum and instruction from the University of Northern Iowa. She is an Associate Professor in the School of Teacher Education at Western Kentucky University. Prior to coming to WKU, she was Assistant Professor and Director of the MAE in gifted education programs at Emporia State University and University of Alabama. She has presented and published nationally and internationally on issues related to gifted education.

Present faculty resources are adequate to support the proposed program.

5.2 Technological and electronic informational resources (e.g., databases, e-journals):  
The University has access to the databases that offer access to the major journals in

the field of gifted education. Present resources are adequate to support the proposed program.

5.3 Facilities and equipment: The Center for Gifted Studies, the international headquarters of the World Council for Gifted and Talented Children, the Carol Martin Gatton Academy of Mathematics and Science in Kentucky, and the headquarters of the Kentucky Association for Gifted Education are located on the main campus of Western Kentucky University. Present facilities are adequate to support the proposed program.

6. **Proposed term for implementation:** The timeline is to implement the program during the spring semester of 2013, or as soon as all necessary approvals are secured.

7. **Dates of prior committee approvals:**

School of Teacher Education:	<u>04/06/20</u>
CEB Curriculum Committee	_____
Contact with Office of Academic Affairs re: CPE Posting	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Sherry Powers, [sherry.powers@wku.edu](mailto:sherry.powers@wku.edu), 745-5414, or Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-6105

**1. Identification of program:**

- 1.1 Current program reference number: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher
- 1.2 Current program title: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
- 1.3 Credit hours: varies by program.

**2. Identification of the proposed program changes:**

- Increases grade point average requirements for admission to teacher education as approved by Kentucky’s Education Professional Standards Board.
- Specifies testing requirement changes approved by Kentucky’s Education Professional Standards Board for all teacher education candidates.

**3. Detailed program description:**

<b>Current Policy</b>	<b>Proposed Policy</b>
<p>Admission to professional education requires that the student:</p> <ul style="list-style-type: none"> <li>1. File an application for admission to professional education.</li> <li>2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.</li> <li>3. Submit documentation of a completed physical exam, TB test, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.</li> <li>4. Submit an appropriate photograph for the teacher admission file.</li> <li>5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.</li> <li>6. Complete teacher admission standardized testing requirement for</li> </ul>	<p>Admission to professional education requires that the student:</p> <ul style="list-style-type: none"> <li>1. File an application for admission to professional education.</li> <li>2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.</li> <li>3. Submit documentation of a completed physical exam, TB test <b>or assessment</b>, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.</li> <li>4. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.</li> <li>5. Complete teacher admission standardized testing requirements for demonstration of basic skills by satisfying the indicated cut-off score(s)</li> </ul>

demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following:

- The Enhanced American College Test (ACT) with a minimum composite score of 21
- The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500
- The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing
- The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of 2200 and an Analytical Writing score of at least 3.5

**Required of undergraduate students** (in addition to the requirements for all students):

1. Attend a Teacher Education Admissions Orientation session.
2. Achieve the required minimum GPA of 2.5 overall.
3. Demonstrate proficiency in oral communication by attaining a minimum grade of "C" in COMM 145 or 161 (or approved equivalent course).
4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a "C" (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B").
5. Obtain three favorable faculty recommendations.
6. If not on iCAP, submit a copy of an

for one of the following

- The Pre-Professional Skills Test (PPST) with minimums of **174** in Mathematics, **176** in Reading, and **174** in Writing
- The Graduate Record Exam (GRE) with a minimum **150** Verbal, **143** Quantitative, and an Analytical Writing score of at least **4.0**

**Required of undergraduate students** (in addition to the requirements for all students)

1. Attend a Teacher Education Admissions Orientation session.
2. Achieve the required minimum GPA of **2.75** overall.
3. Demonstrate proficiency in oral communication by attaining a minimum grade of "C" in COMM 145 or 161 (or approved equivalent course).
4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a "C" (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B").
5. Obtain three favorable faculty recommendations **from instructors of designated courses**.
6. If not on iCAP, submit a copy of an

approved written degree program for a program leading to initial certification.

**Required of applicants seeking a second baccalaureate degree or certification-only for initial certification** (in addition to the requirements for all students):

1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last 60 hours.
2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least 2.5.
3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “c” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”): OR by documenting a minimum undergraduate degree GPA of at least 2.5.
4. Obtain three favorable faculty recommendations.
5. Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.

**Required of graduate students seeking initial certification** (in addition to the requirements for all students):

1. Document a minimum overall GPA of

approved written degree program for a program leading to initial certification.

7. Submit an appropriate photograph for the teacher admissions file.

**Required of applicants seeking a second baccalaureate degree or certification-only for initial certification** (in addition to the requirements for all students):

1. Document a minimum overall GPA of at least **2.75** (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last **30** hours.
2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least **2.75**.
3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “C” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”); OR by documenting a minimum undergraduate degree GPA of at least **2.75**.
4. Obtain three favorable faculty recommendations.
5. Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.

**Required of graduate students seeking initial certification** (in addition to the requirements for all students):

1. Document a minimum overall GPA of



<p>at least 2.5 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 60 hours.</p> <p>2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.</p>	<p>at least <b>2.75</b> (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last <b>30</b> hours <b>including undergraduate and graduate coursework.</b></p> <p>2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.</p>
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**4. Rationale for the proposed program change:**

- The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding GPA and testing requirement changes required by Kentucky’s Education Professional Standards Board.
- As this policy applies only to students seeking formal admission to professional education, it will not affect other policies related to students’ academic programs. The proposed policy is expected to facilitate the professional education admission process for students in the various categories.

**5. Proposed term for implementation:** The proposed policy will apply to all students who apply for admission to professional education beginning September 1, 2012 and thereafter.

**6. Dates of prior committee approvals:**

School of Teacher Education	<u>5-25-2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

College of Education and Behavioral Sciences  
**School of Teacher Education**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Sherry Powers, [sherry.powers@wku.edu](mailto:sherry.powers@wku.edu), 745-5414, or Fred Carter, [fred.carter@wku.edu](mailto:fred.carter@wku.edu), 745-4897

**1. Identification of program:**

- 1.1 Current program reference number: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, special education, science and mathematics education, and interdisciplinary early childhood education
- 1.2 Current program title: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, special education, science and mathematics education, and interdisciplinary early childhood education
- 1.3 Credit hours: varies by program

**2. Identification of the proposed program changes:**

- Increases grade point average requirements for admission to student teaching.
- Adds field experience requirements approved by Kentucky’s Education Professional Standards Board for all teacher candidates.

**3. Detailed program description:**

<b>Current Policy</b>	<b>Proposed Policy</b>
<p>Admission to student teaching requires that the student has:</p> <ul style="list-style-type: none"> <li>1. been admitted to professional education.</li> <li>2. applied for student teaching by February 15<sup>th</sup> for fall placement and by September 15<sup>th</sup> for spring placement.</li> <li>3. a grade point average of 2.5 or higher in each of the following:                             <ul style="list-style-type: none"> <li>a. overall hours</li> <li>b. major(s)</li> <li>c. minor(s)</li> <li>d. professional education hours</li> </ul> </li> <li>4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of “C” or higher in all these courses.</li> <li>5. met additional requirements described</li> </ul>	<p>Admission to student teaching requires that the student has:</p> <ul style="list-style-type: none"> <li>1. been admitted to professional education.</li> <li>2. applied for student teaching by February 15<sup>th</sup> for fall placement and by September 15<sup>th</sup> for spring placement.</li> <li>3. a grade point average of <b>2.75</b> or higher in each of the following:                             <ul style="list-style-type: none"> <li>a. overall hours</li> <li>b. <b>certifiable</b> major(s)</li> <li>c. <b>certifiable</b> minor(s)</li> <li>d. professional education hours</li> </ul> </li> <li>4. completed all professional education courses except student teaching and EDU 489 or SPED 434, and received grades of “C” or higher in all these courses.</li> <li>5. met additional requirements described</li> </ul>

<p>in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.</p> <ol style="list-style-type: none"> <li>6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.</li> <li>7. attained senior status (90 credit hours.)</li> <li>8. achieved on average “at standard” (3 or higher) on all professional education dispositions.</li> <li>9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.</li> <li>10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach.)</li> <li>11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.</li> </ol> <p>Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.</p>	<p>in prerequisites for ELED 490, MGE 490, SEC 490, SPED 490, or IECE 490.</p> <ol style="list-style-type: none"> <li>6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.</li> <li>7. attained senior status (90 credit hours.)</li> <li>8. <b>documented a minimum of 200 clock hours of approved field experiences in a variety of P-12 school settings and submitted a record of all clinical hours for review and confirmation.</b></li> <li>9. achieved on average “at standard” (3 or higher) on all professional education dispositions.</li> <li>10. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.</li> <li>11. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach.)</li> <li>12. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.</li> </ol> <p>Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.</p>
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**4. Rationale for the proposed program change:**

- The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding field experience (clinical) hours as specified by Kentucky’s Education Professional Standards Board.
- In addition, this revision increases grade point average requirements to be consistent with a revision to WKU’s policy regarding admission to professional education. The new state regulation stipulates that candidates for admission to the professional education unit must have at least a 2.75 GPA overall. WKU’s teacher admissions policy also includes the expectation that grades in certain courses must be at least a C or higher. For consistency in expectations, the proposed policy will establish that at the time of admission to student teaching, student academic performance must be at least at the level that it was at the time of admission to professional education.

5. **Proposed term for implementation:** The proposed policy will apply to all students who apply for admission to student teaching for the Spring 2014 semester and thereafter.

6. **Dates of prior committee approvals:**

School of Teacher Education 5-25-2012

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_

University Senate \_\_\_\_\_