

## **CEBS CURRICULUM COMMITTEE**

**3:00 pm – October 30, 2012**

**(This meeting moved to this date due to Presidential Election on Nov. 6.)**

**GRH 3073**

- I. Approval of Minutes of the October 2, 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 Leadership Doctoral (EdD) Program

1. Revise a Program – 0010 Educational Leadership (EdD)

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

1. Revise a Program – 131, Instructional Leader, School Principal, All Grades Endorsement

#### School of Teacher Education

1. Revise Course Prerequisites – ELED 405, Teaching Mathematics in the Elementary School
2. Revise Course Prerequisites – ELED 406, Teaching Science in the Elementary School
3. Revise Course Prerequisites – ELED 465, Senior Projects in the Elementary School
4. Create New Course – GTE 539, Assessment and Identification of Gifted and Talented Children
5. Create New Course – GTE 540, Developing Creativity and Leadership in Gifted Youth
6. Create New Course – GTE 636, Issues in Gifted Education and Talent Development
7. Create New Course – GTE 637, Seminar in Gifted Education and Talent Development
8. Revise a Certification Policy- Policy on Recommending Teacher Certification Based on Proficiency Evaluation
9. Create a New Major Program, Gifted Education and Talent Development
10. Create a New Major Program, Special Education: Learning and Behavior Disorders and Elementary Education

### **III. Other Business**

--Report from Ad Hoc Subcommittee on Academic Integrity

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of program:**

- 1.1 Current program reference number: 0010
- 1.2 Current program title: Educational Leadership (EDD)
- 1.3 Credit hours: 60 hours beyond the master’s degree

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

Revise program admission policy with respect to GRE/GAP scores.

**3. Detailed program description:**

<b>Current admission policy</b>	<b>Proposed admission policy</b>
<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ul style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</li> </ul>	<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ul style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</li> </ul>

<p><b>7. GRE scores (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.)</b></p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)</li> <li>2. Evidence of adequate financial resources</li> </ol>	<p><b>7. Official GRE scores that meet the minimum GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog</b></p> <p><b>8. Submission of a writing sample if applicants took the GRE without the Analytic Writing portion</b></p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p>
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**4. Rationale for the proposed program change:**

Proposed changes reflect the changes to the GRE that were implemented effective August 2011.

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

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

EDD Leadership Council	<u>09/13/2012</u>
Educational Administration, Leadership, & Research	<u>09/25/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of program:**

- 1.1 Current program reference number: 131
- 1.2 Current program title: Instructional Leader, School Principal, All Grades Endorsement
- 1.3 Credit hours: 30

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

- Revise admission requirements
- Revise prerequisites
- Modify Level I core courses
- Modify Level II coursework

**3. Detailed program description:**

**Current**

**Proposed**

<b>Current</b>	<b>Proposed</b>
<p><b>Admission Requirements</b></p> <ol style="list-style-type: none"> <li>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate.</li> <li>2. Has a master's degree from an accredited institution;</li> <li>3. Has a 3.0 GPA or above on all graduate work;</li> <li>4. Has submitted a department admission packet and been recommended for admission by the Educational Administration, Leadership, &amp; Research Admission Committee.</li> </ol> <p><i>Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16-KAR3:050 Instructional Leadership-School Principal, All Grades.</i></p> <p><b>Requirements</b></p> <p><del>A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree program, which would qualify for Rank II salary classification. Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement.</del></p>	<p><b>Admission Requirements</b></p> <ol style="list-style-type: none"> <li>1. A master's degree;</li> <li>2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160;</li> <li>3. A GPA of 3.0 or higher on all graduate work;</li> <li>4. Complete a program admission packet requiring:               <ol style="list-style-type: none"> <li>(a) Letters of reference</li> <li>(b) Professional portfolio</li> <li>(c) Prerequisite course assessments</li> <li>(d) School district agreement of support;</li> </ol> </li> <li>5. Be recommended based on an interview with district practitioners and department faculty.</li> </ol> <p><i>Prerequisites—12 hours</i></p> <p>EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators EDAD 683 Leading Teaching and Learning EDAD 684 Instructional Leadership</p> <p><i>Level I Coursework—18 hours</i></p>

<p><del>Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.</del></p> <p><i>Prerequisites</i> A master's degree</p> <p><i>Level I required courses—27 hours</i> EDAD 585 Fundamentals of School Administration EDAD 588 School Business Management EDAD 594 Seminar Leadership: Auxiliary Programs EDAD 597 Problems in Educational Administration &amp; Supervision EDAD 677 School Law EDAD 682 School Community Relations EDAD 683 Seminar in Curriculum Development EDAD 684 Instructional Leadership EDAD 690 Principalship</p> <p><i>Level II required courses—9 hours</i> EDAD 590 Administration of School Personnel EDAD 694 Seminar in Educational Administration EDAD 696 Advance Organizational Theory</p>	<p>EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship</p> <p><i>Level II Coursework—12 hours</i> EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)</p>
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**4. Rationale for the proposed program change:**

- Modify Admission Requirements: Proposed revisions to program #131's mirror program, #121 – Planned Sixth Year/Rank I Instructional Leadership – School Principal, All Grades, were approved through the WKU curriculum process in late 2009/early 2010. The rationale for changes to #121 was based on revisions to state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades. At that time, this #131 “certification only” program also should have been listed as revised to meet the state regulation.
- Modify curriculum requirements: Both #121 and #131 are identical programs regarding coursework and other requirements. Their distinction lies only in how the state Educational Professional Standards Board recognizes program completers based on their position in the state P-12 education pay structure.

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

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

Educational Administration, Leadership, & Research	<u>9-25-2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Revise Course Prerequisites**  
**(Consent Item)**

Contact Person: Dr. Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 5-5306

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: ELED 405
  - 1.2 Course title: Teaching Mathematics in the Elementary School
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** MATH 212, LTCY 420, ELED 355, 365 and 407 with grades of “C” or higher, completion of General Education Category D1 science courses; and admitted to Teacher Education.  
**Current corequisites:** ELED 406 and ELED 465
  
- 3. Proposed prerequisites:** MATH 308, ELED 355, ELED 365, and ELED 407, all with grades of “C” or higher; completion of General Education Category D1 science courses, and admitted to Teacher Education.  
**Proposed corequisites:** ELED 406 and ELED 465 (note: no change in corequisites)
  
- 4. Rationale for the revision of prerequisites:** The proposed change in the mathematics course prerequisite is in response to the development of a new sequence of mathematics courses for majors in Elementary Education. Previously, Elementary Education majors were required to take MATH 211 and 212. However, in 2009 the Department of Mathematics and Computer Sciences created three new courses for Elementary Education majors (MATH 205, MATH 206, and MATH 308), and in Spring 2012 the faculty deleted MATH 211 and 212 from the course inventory. While the Elementary Education major was changed in 2009 to include the new sequence, the need to revise course prerequisites for some courses was overlooked. The proposed change is to rectify that oversight.

The proposed change to delete LTCY 420 as a prerequisite is due to the restructuring of the Elementary Education sequence of courses. Until that time, LTCY 420 was a corequisite of ELED 365 and ELED 407, which are both prerequisites for this course. The proposed change is to add flexibility for students as they plan their program. This change is supported by the Literacy faculty in the School of Teacher Education.

5. **Effect on completion of major/minor sequence:** No effect is anticipated. Because the program was changed in 2009 to require MATH 205, 206, and 308, students have been advised into the new sequence for several years. No problem anticipated implementing the LTCY 420 change; the only course that specifically addresses literacy content is LTCY 320, which is a prerequisite for LTCY 420.

6. **Proposed term for implementation:** Fall, 2013

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

School of Teacher Education:	<u>10/19/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Revise Course Prerequisites**  
**(Consent Item)**

Contact Person: Dr. Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 5-5306

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: ELED 406
  - 1.2 Course title: Teaching Science in the Elementary School
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** MATH 212, LTCY 420, ELED 355, 365 and 407 with grades of “C” or higher, completion of General Education Category D1 science courses; and admitted to Teacher Education.  
**Current corequisites:** ELED 405 and ELED 465
  
- 3. Proposed prerequisites:** MATH 308, ELED 355, ELED 365, and ELED 407, all with grades of “C” or higher; completion of General Education Category D1 science courses, and admitted to Teacher Education.  
**Proposed corequisites:** ELED 405 and ELED 465 (note: no change in corequisites)
  
- 4. Rationale for the revision of prerequisites:** The proposed change in the mathematics course prerequisite is in response to the development of a new sequence of mathematics courses for majors in Elementary Education. Previously, Elementary Education majors were required to take MATH 211 and 212. However, in 2009 the Department of Mathematics and Computer Sciences created three new courses for Elementary Education majors (MATH 205, MATH 206, and MATH 308), and in Spring 2012 the faculty deleted MATH 211 and 212 from the course inventory. While the Elementary Education major was changed in 2009 to include the new sequence, the need to revise course prerequisites for some courses was overlooked. The proposed change is to rectify that oversight.

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5. **Effect on completion of major/minor sequence:** No effect is anticipated. Because the program was changed in 2009 to require MATH 205, 206, and 308, students have been advised into the new sequence for several years. No problem anticipated implementing the LTCY 420 change; the only course that specifically addresses literacy content is LTCY 320, which is a prerequisite for LTCY 420.

6. **Proposed term for implementation:** Fall, 2013

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

School of Teacher Education:	<u>10/19/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Dr. Pamela Jukes, [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu), 5-4485

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: ELED 465
  - 1.2 Course title: Senior Projects in Elementary Education
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** MATH 212, LTCY 420, ELED 355, 365 and 407 with grades of “C” or higher, completion of General Education Category D1 science courses; and admitted to Teacher Education.  
**Current corequisites:** ELED 405 and ELED 406
  
- 3. Proposed prerequisites:** MATH 308, ELED 355, ELED 365, and ELED 407, all with grades of “C” or higher; completion of General Education Category D1 science courses, and admitted to Teacher Education.  
**Proposed corequisites:** ELED 405 and ELED 406 (note: no change in corequisites)
  
- 4. Rationale for the revision of prerequisites:** The proposed change in the mathematics course prerequisite is in response to the development of a new sequence of mathematics courses for majors in Elementary Education. Previously, Elementary Education majors were required to take MATH 211 and 212. However, in 2009 the Department of Mathematics and Computer Sciences created three new courses for Elementary Education majors (MATH 205, MATH 206, and MATH 308), and in Spring 2012 the faculty deleted MATH 211 and 212 from the course inventory. While the Elementary Education major was changed in 2009 to include the new sequence, the need to revise course prerequisites for some courses was overlooked. The proposed change is to rectify that oversight.

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6. **Proposed term for implementation:** Fall, 2013

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

School of Teacher Education:	<u>10/19/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 1-5-12

**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. In addition, the proposed course could be included in other graduate programs in 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.

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 k.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

02/10/2012

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 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	<u>2/10/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Proposal Date: 8-1-12

**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 636
- 1.2 Course title: Issues in Gifted Education and Talent Development
- 1.3 Abbreviated course title: Issues Gift Ed & Talent Devel
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites: Either PSY432G or GTE 536, and EDFN 500 or equivalent \ approved by instructor ; or admission to EdD program. Course description: Issues, current problems, and trends in gifted education and talent development.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will be a critical component of a proposed 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 will develop teacher leadership in gifted education. This course also addresses a gap in the current course offerings at WKU in gifted education, which do not presently include many advanced graduate courses suitable for students in EdS and EdD programs.

The pertinent set of standards that support the need for this course are the National Association for Gifted Children (NAGC) Pre-K-Grade 12 Gifted Programming Standards (2010) as a whole. Consistent with these standards, diversity issues will thread throughout the course, as will the roles of gifted education specialists, regular educators, and special educators working together to ensure learning within the talent development process.

## **The Standards at a Glance**

### **1. Learning and Development:**

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

### **2. Assessment:**

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

### **3. Curriculum planning and Instruction:**

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

### **4. Learning Environments:**

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

### **5. Programming:**

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

### **6. Professional Development:**

All educators build their knowledge and skills and formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard.

2.2 Projected enrollment in the proposed course: 18-22 students. The basis for this estimate is that we regularly 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 graduate courses in gifted education. However, GTE 636 will address issues and pull from a mixture that will constantly evolve and grow with the flow of the current political climate and educational needs of the participants. One of the current offerings in gifted education that covers similar topics is GTE 536: Nature and Needs of Gifted,

Creative and Talented Students, which is an introduction to a variety of topics in gifted education, including identification, services for children who are gifted, current laws and regulations, social and emotional needs, and an introduction to research in gifted education. However, GTE 536 is usually a first introduction to such topics for graduate students who may have fairly limited background knowledge of gifted education issues and research. GTE 636 will be an advanced course that will require students to have working knowledge of educational research and focus of the discussion will be how practitioners and researchers address issues in gifted education and talent development. They will learn how to articulate research about an issue of gifted education and/or talent development and present findings to colleagues for professional development and in a paper to submit for publication. This course is also different in that it will help participants learn where to look for grants for gifted education and talent development funding and programming opportunities.

LME 512 Issues in Library Media Education addresses the development of communication and information technologies, the impact of technology on education, and career opportunities. LME 512 is similar to GTE 636 in that it will be providing students with an overview of issues, but the issues are specific to library media education.

ID 581 Ethical and Legal Issues in Instructional Design explores the legal and ethical aspects of instructional design and use of media within public and private organizations. ID 581 is similar to GTE 636 in that it provides students with an overview of issues. However, the issues addressed are specific to instructional design.

The proposed course could be included in other graduate programs in education and would be appropriate for graduate students who want to learn about issues regarding gifted education and talent development in children and young people. Since issues related to gifted children impact K-12 education, students from Special Education, and possibly other educational fields and content area specializations, all may benefit from and could have interest in this course.

#### 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 current issues of gifted and talented students, this may be a course that would be of interest. For example, students in the doctoral studies program may choose to take this course as an area of interest.

EDAD 620 Seminar in Administration of Special Education is a course where students explore current trends and issues in the administration and supervision of special education programs, including personnel issues, student identification issues, program assimilation and human relationships. EDAD 620 is similar to

GTE 636 in that it provides special education and educational administration students with an overview of issues related to the special education field. However, EDAD 620 addresses issues specific to special education and has a major focus on administering programs for individuals with disabilities as opposed to those with gifts and talents.

EDLD 720 Individual and Group Issues in Leadership explores theory and application of leadership issues in organizational behavior, including motivation, attitudes, group process, problem solving, decision making, conflict management, and interpersonal communication. GTE 636 is similar in that it will provide students studying leadership with an overview of issues related to individual and group issues in gifted education and talent development. .

The GTE 636 course is for issues in gifted education and talent development specifically.

In addition, the proposed course could be included in other graduate programs in education and would be appropriate for graduate students who want to learn about issues regarding gifted education and talent development in children and young people. Since issues related to gifted children impact K-12 education, students from School Counseling, School Psychology, Educational Leadership, and possibly other educational fields and content area specializations, all may benefit and could have interest in this course.

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

Courses similar to this one:

Texas A&M University offers a seminar called EDCI 509 Issues and Trends in Gifted Education. The course description is: “Current problems, trends, and issues in gifted education are researched. Emphasis is placed on current research and literature relating to the definition of giftedness, identification, and programming for the gifted student.” This course is similar to GTE 636 in that the course is an overview of the current problems and trends and uses current research and literature.

Northwestern University’s Teacher Leadership: The Gifted Certificate Program includes a course called ED 455 The Gifted: Advanced Topics in Gifted Education. In this course “Participants examine critical issues in the fields of talent development and creativity in-depth.” GTE 636 is similar to this course in that the critical issues will be examined in-depth.

Benchmark Institutions with no Gifted Endorsement or Master’s degrees, but has a gifted course that may be somewhat related to proposed course:

California State University, Fresno offers a course on Talented and Gifted: Working with High Achievers, but no endorsement or degree.

Western Illinois University offers a course on Developing Creative and Critical Thinking Skills, but no endorsement or degree.

Stephen F. Austin State University, Missouri State University, Oakland University, Eastern Michigan University, Eastern Illinois University, and California State University-Chico do not offer gifted education coursework. They may offer courses in differentiation, but not specifically addressing gifted education.

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

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

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

- Articulate research about issues in the field of gifted education and talent development and present findings in a paper on one issue to submit for publication.
- Develop and present to colleagues a professional development workshop on an issue in gifted education and talent development.
- Outline the problems or trends surrounding selected major issues in gifted education.
- Describe further research and study needed to move forward in gifted education and talent development.
- Explore issues surrounding the major facets of gifted education.
- Determine where to look for grants for gifted education and talent development funding and programming opportunities.
- Present a summary of gifted legislation, programming/services, and/or international trends (how are gifted programs/services in the U.S. different than what's available in other countries).

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

- Introduction to Issues and Trends
  - Discuss how NAGC Pre-K - Grade 12 Gifted Programming Standards impact education
  - Provide topics for the Discussion Board related to NAGC Programming Standards and other current standards in P-12 education
- Issues and trends as well as related research
  - Course content will vary, focusing each semester on current issues in gifted education.
- Current Trends in Gifted Education Research
- Grant funding issues in gifted education and talent development
  - Issues content will vary, focusing each semester on current issues in gifted education.

- Current topics/issues in professional development in gifted education and talent development
  - Topics will vary, focusing each semester on current issues in gifted education.
- International Issues and Trends in Gifted Education

3.3 Student expectations and requirements:  
 Student learning will be evaluated based on a combination of the following: discussion boards, research paper/manuscript, research article abstracts, and presentations.

3.4 Tentative texts and/or resources and course materials:

Callahan, C. & Plucker, J. (2008). *Critical issues and practices in gifted education: What the research says*. Waco, TX: Prufrock Press.

\*(NOTE: The 2<sup>nd</sup> edition of this publication is scheduled for release in 2014.)

Robinson, A., Shore, B. M., & Enersen, D. L. (2007). *Best practices in gifted education: An evidence-based guide*. Waco, TX: Prufrock Press.

**4. Resources:**

- 4.1 Library resources: current library holdings are adequate to support the proposed course – see Library Resources From
- 4.2 Computer resources: existing instructional technology and support services from the Educational Technology unit in the CEBS are adequate to support the objectives of this course

**5. Budget implications:**

- 5.1 Proposed method of staffing: recent staff 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	<u>10/19/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____



**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 637
- 1.2 Course title: Seminar in Gifted Education and Talent Development
- 1.3 Abbreviated course title: Seminar Gifted & Talent Dev.
- 1.4 Credit hours: 3 (course may be repeated once on a different topic)
- 1.5 Schedule type: S
- 1.6 Prerequisite or Co-requisite: GTE 636; Prerequisite: EDFN 500 or equivalent research methods course approved by the instructor.
- 1.7 Course catalog listing: Current issues and practices in gifted education. Topics will vary.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This seminar course will be a critical component of a proposed master's in Gifted Education. As per the National Association for Gifted Children (NAGC) and Council for Exceptional Students (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education, practice should be continuously improved by research-based professional development and the research focus of this course will help students gain in-depth understanding of the current research in the field of gifted education. This course also addresses a gap in the current course offerings at WKU in gifted education, which do not presently include many advanced graduate courses (i.e., 600-level gifted education courses) suitable for students in Ed.S. and Ed.D. programs. This special topics research seminar will be crucial for students in the proposed master's program, given that the proposed advanced research focus concentration is designed for students who want to engage in advanced research and seek preparation for doctoral study in gifted education. The focus of GTE 637 on promoting professionalism and scholarly production, by requiring that students engage in scholarly activities, such as writing for publication and engaging in other activities that relevant to their own scholarship, will prepare students become active members of the gifted education research community.
- 2.2 Projected enrollment in the proposed course: 8-10 students. The basis for this estimate is the number of students regularly 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 professionalism and research in gifted education, but none of these courses address these issues from a standpoint of promoting scholarly productivity. GTE 536 is an introduction to a variety of topics in gifted education, including identification, services for children who are gifted, current laws and regulations, social and emotional needs, and an introduction to research in gifted education. GTE 637 will include all of those topics, but with a clear research (instead of practitioner) focus, and students will also have the opportunity to explore in depth the topics in which they are interested. GTE 637 will be an advanced course that will require students to have working knowledge of educational research, and the focus of the discussion will be on how practitioners and researchers address issues in gifted education and talent development. Students will also learn how to articulate research about an issue in gifted education and/or talent development. This course is also different from other current course offerings in gifted education in that it will help participants become active participants of the gifted education research community by submitting conference proposals, writing journal articles, developing professional development presentations, and writing grants, as well as several other scholarly activities. Other similar courses offered in the School of Teacher Education include: SPED 518 Seminar: Contemporary Challenges in Special Education; SPED 534 Seminar: Research in Exceptional Child Education; and LTCY 624: Seminar in Literacy Issues and Trends. GTE 637 is similar to all of these courses in that it will also focus on research and current issues, but research and issues in gifted education will be addressed. Since there are currently no gifted education courses at the 600 level, GTE 637 could be included in other graduate programs in education. Doctoral students with an interest in Gifted Education could take this course to gain in-depth understanding of issues and research in gifted education.
- 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 637 will differ from this course since it will focus on advanced topics in gifted education and give students the opportunity to explore topics in gifted education of their interest more in depth. Other departments offer seminar courses that are research oriented and focus on current issues in several fields. Examples of such courses include: CNS 658 Seminar Guidance/Counseling; CNS 579 Seminar in Student Affairs; CNS 658 Seminar in Guidance and Counseling; GTE 637 will have a similar research focus, but all topics addressed in the new course will be related to research and current issues in gifted education.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Purdue University and the University of Connecticut are two of the leading American universities in gifted education. The master's and doctoral programs in gifted education at those universities include seminar courses focusing on gifted education issues that are major components of those graduate programs and help increase graduate student scholarly productivity.

Purdue University: EDPS 631: Seminar on Giftedness and Talent: The purposes of this course include: promoting professionalism, research and scholarly productivity among graduate students; assisting graduate students with career preparation by focusing on research, grants, thesis preparation, graduate writing, proposal development, and professional development; and providing graduate students with the opportunity to discuss and learn about current issues in a topic of personal interest. GTE 637 will also promote professionalism and scholarly productivity, prepare students for research careers in gifted education, and provide opportunities to learn about research in gifted education.

University of Connecticut: EPSY 5194: Seminar in Gifted and Talented: The focus of this course is the "analysis of the issues and research in the field of education. "GTE 637 will also focus on current issues and research in gifted education.

A few of the public institutions in Kentucky, such as Morehead State University and Northern Kentucky University, offer a gifted and talented endorsement, but most of those only offer courses that are very similar to the ones currently required of students pursuing a gifted and talented endorsement at WKU, such as an introduction to gifted education, curriculum development, social and emotional issues, and a practicum in gifted education. Northern Kentucky University offers two courses that are similar to GTE 637 due to their seminar format and focus on research and current issues in gifted education. *EDG 627 Seminar and Field Experiences in Gifted Education Research* includes a discussion of critical problems in gifted education; application of knowledge and skills in gifted education in one or more settings with gifted students; planning supervised teaching, and advocacy techniques. *EDG 629 Special Topics in Gifted Education* is a seminar course that involves in-depth study of one dimension of recent research, theory, and curriculum design, or teaching strategies in gifted education.

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

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

As the proposed course is a special topics seminar, the specific course objectives will vary each semester. However, in general, at the conclusion of the course, students will be able to:

- Demonstrate in-depth understanding of various topics in gifted education.
- Interpret theoretical and empirical articles published in edited books and refereed journals in the field of gifted education.

- Analyze current issues related to giftedness and talent and develop a personal position on each issue.
- Develop creative productive tasks that are related to their professional goals (e.g., writing for publication, developing curricula and/or professional development workshops).

### 3.2 Course content outline

As the proposed course is a special topics seminar, the topics will vary each offering. This seminar course will consist of several modules designed to provide students with the opportunity to explore topics in gifted education of their choice and also to discuss topics selected by the instructor. Topics will vary each semester depending on the current issues and research in gifted education and on the students' interests. Readings will include books on issues related to gifted education, book chapters focusing on gifted education research, and articles published in peer-reviewed articles. Instructors will serve as moderators and mentors who will guide students while they explore the various topics and engage in in-depth discussions. This seminar format will allow students to gain advanced understanding of research and current issues in gifted education.

### 3.3 Student expectations and requirements:

Students will be evaluated based on their performance in completing assignments, discussions, and other projects that are relevant to their own scholarship. Students will be required to critique and analyze results and implications of research in gifted education. Students will also be required to explore a topic in gifted education and to write for publication. Students will be evaluated based on the quality of their writing assignments and their contributions to discussions in the seminar meetings.

### 3.4 Tentative texts and course materials:

APA (2010). *Publication Manual of the American Psychological Association, 6th edition*. Washington, D.C.: American Psychological Association  
 Thompson, B. & Subotnik, R. (2010). *Methodologies for conducting research on giftedness*. Washington, DC: American Psychological Association.

## 4. Resources:

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

## 5. Budget implications:

- 5.1 Proposed method of staffing: one faculty member has recently been hired to teach gifted education courses and to staff the proposed master's degree in gifted education. Additionally, there are faculty members in the School of Teacher Education with expertise and interest in gifted education who could teach GTE 637 and the other new gifted education courses.

- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

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

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

School of Teacher Education	<u>10/19/2012</u>
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 Revise a Certification Policy  
(Action Item)**

Contact Persons: Retta Poe, [retta.poe@wku.edu](mailto:retta.poe@wku.edu), 5-4662, or Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-4662

**1. Identification of proposed policy revision:** Policy on Recommending Teacher Certification based on Proficiency Evaluation

**2. Statement of existing policy:**

Consistent with 16 KAR 5:030 on Proficiency Evaluation, Western Kentucky University “may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency evaluation at a level comparable to the usual requirements in that curriculum area.”

An applicant who wishes to be recommended for teacher certification on the basis of proficiency evaluation must document the following qualifications:

- A baccalaureate degree from an accredited institution;
- A minimum overall GPA of 2.5, or a minimum GPA of 3.0 in the last 60 hours of attempted course work;
- A major in the content area in which certification is sought, or the equivalent of a major, as determined by faculty in the content area;
- A minimum GPA of 2.75 in the major;
- Passing score(s) on required PRAXIS II examination(s) for the desired certification area, and a passing score of the Principles of Learning and Teaching (PKT) examination;
- Work experience in an educational setting; and
- Satisfaction of all requirements (e.g., physical exam, TB test, Kentucky criminal background check, qualifying standardized test scores, etc.) for admission to professional education.

The faculty of the School of Teacher Education provide oversight for the Proficiency Evaluation process. An applicant must submit a personal statement; transcripts from all undergraduate and graduate work; letters of recommendation from at least three persons qualified to evaluate the applicant’s performance or potential as a teacher; documentation of qualifying PRAXIS II score(s) and PLT score; other required teacher admission materials; and a resume or curriculum vitae to provide details of work experience related to the desired certification area.

Once the applicant has qualified to participate in the Proficiency Evaluation process, the Director of the School of Teacher Education will designate a faculty member to serve as a mentor to the applicant. The mentor will meet with the applicant to provide advice regarding the preparation

and submission of a portfolio to document that the applicant has met all Kentucky Teacher Standards and, if applicable, the standards of the relevant learned society. The portfolio may be multi-media. If the applicant is seeking certification in a content area (e.g., Biology, Music), the faculty in that area must review the portfolio and offer a favorable recommendation before the portfolio is reviewed by the faculty in the School of Teacher Education.

The portfolio will be reviewed by a committee appointed by the Director of the School of Teacher Education. The committee will include at least three persons, including two faculty members in the STE and a faculty member in the content area. If available, a practitioner from the desired certification area will also serve on the review committee.

The portfolio review committee may request that the applicant meet with the committee. The committee may also recommend, following its review, that the applicant take specific courses and/or seek specific experiences to remedy deficiencies identified in the portfolio review process.

If the committee judges that the applicant has provided satisfactory evidence that he or she has met the Kentucky Teacher Standards, the committee will issue a favorable recommendation to the Director of the School of Teacher Education, who must also endorse the recommendation. The Director will then submit a recommendation to the Office of Teacher Services that the applicant be admitted to professional education and that the applicant be recommended for certification. These recommendations must be approved by the Professional Education Council.

### **3. Statement of proposed policy:**

Consistent with 16 KAR 5:030 on Proficiency Evaluation, Western Kentucky University “may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency evaluation at a level comparable to the usual requirements in that curriculum area.”

An applicant who wishes to be recommended for teacher certification on the basis of proficiency evaluation must document the following qualifications:

- A baccalaureate degree from an accredited institution;
- **A minimum overall GPA of 2.75, or a minimum GPA of 3.0 in the last 30 hours of attempted course work;**
- A major in the content area in which certification is sought, or the equivalent of a major, as determined by faculty in the content area;
- A minimum GPA of 2.75 in the major;
- Passing score(s) on required PRAXIS II examination(s) for the desired certification area, and a passing score of the Principles of Learning and Teaching (PKT) examination;
- Work experience in an educational setting; and
- Satisfaction of all requirements (e.g., physical exam, TB test, Kentucky criminal background check, qualifying standardized test scores, etc.) for admission to professional education.

The faculty of the School of Teacher Education provide oversight for the Proficiency Evaluation

process. An applicant must submit a personal statement; transcripts from all undergraduate and graduate work; letters of recommendation from at least three persons qualified to evaluate the applicant's performance or potential as a teacher; documentation of qualifying PRAXIS II score(s) and PLT score; other required teacher admission materials; and a resume or curriculum vitae to provide details of work experience related to the desired certification area.

Once the applicant has qualified to participate in the Proficiency Evaluation process, the Director of the School of Teacher Education will designate a faculty member to serve as a mentor to the applicant. The mentor will meet with the applicant to provide advice regarding the preparation and submission of a portfolio to document that the applicant has met all Kentucky Teacher Standards and, if applicable, the standards of the relevant learned society. The portfolio may be multi-media. If the applicant is seeking certification in a content area (e.g., Biology, Music), the faculty in that area must review the portfolio and offer a favorable recommendation before the portfolio is reviewed by the faculty in the School of Teacher Education.

The portfolio will be reviewed by a committee appointed by the Director of the School of Teacher Education. The committee will include at least three persons, including two faculty members in the STE and a faculty member in the content area. If available, a practitioner from the desired certification area will also serve on the review committee.

The portfolio review committee may request that the applicant meet with the committee. The committee may also recommend, following its review, that the applicant take specific courses and/or seek specific experiences to remedy deficiencies identified in the portfolio review process.

If the committee judges that the applicant has provided satisfactory evidence that he or she has met the Kentucky Teacher Standards, the committee will issue a favorable recommendation to the Director of the School of Teacher Education, who must also endorse the recommendation. The Director will then submit a recommendation to the Office of Teacher Services that the applicant be admitted to professional education and that the applicant be recommended for certification. These recommendations must be approved by the Professional Education Council.

**4. Rationale for proposed policy revision:**

The proposed revision to the GPA requirement will make the policy consistent with present requirements for admission to professional education.

**5. Impact of proposed policy revision on existing academic or non-academic policies:**

None

**6. Proposed term for implementation:** The policy will be in effect as soon as it is approved by the Professional Education Council.



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

School of Teacher Education:

10/19/2012

CEBS Curriculum Committee

\_\_\_\_\_

Professional Education Council

\_\_\_\_\_

**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.

### **Curriculum for 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.

#### **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)\*\*\*

EDU 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:**

#### **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)\*\*\*

EDU 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.

4.1 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 Education Professional Standards Board.

4.2 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 fall semester of 2013, or as soon as all necessary approvals are secured.

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

School of Teacher Education:	<u>04/06/2012</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 Create a New Major Program**  
**(Action Item)**

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-6105 and J. Dusteen Knotts, [jdusteen.knotts@wku.edu](mailto:jdusteen.knotts@wku.edu), 745-3747

**1. Identification of program:**

- 1.1 Program title: Special Education: Learning and Behavior Disorders and Elementary Education
- 1.2 Degree Type: Bachelor of Science
- 1.3 Classification of Instructional Program Code (CIP): 131001
- 1.4 Required hours in proposed major program: 61
- 1.5 Special information: This program will replace the current undergraduate program Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities (553) but is sufficiently redesigned to warrant this application for a new program through CPE. New courses have been approved.
- 1.6 Program admission requirements: Although students may declare the major SPED: LBD/ELED upon admission to the university, they are not admitted into the program until the Fall semester Pre-block. Students must meet the general academic proficiency requirement of Teacher Admissions no later than the beginning of Spring semester of enrollment in Block 1 and courses SPED 424 & LTCY 421.
- 1.7 Catalog description:

Major in Special Education: Learning and Behavior Disorders and Elementary Education. The Special Education: Learning and Behavior Disorders and Elementary Education dual certification program (reference number TBA) leads to the Bachelor of Science degree and the Kentucky Teaching Certificates for Learning and Behavior Disorders (P-12) and Elementary Education (P-5). The program requires completion of a general education component, related studies component, and professional education component. While students follow university guidelines in completing the general education component, speech course and biological science course with laboratory are specifically included with this 44-semester hour requirement. The related studies component, consists of 30 semester hours and includes the following courses: Math 205, Math 206, Math 308, LME 318, ENG 300, SPED 330, MUS 314, PE 354, GEOG 451 or HIST 456, and a computer literacy course selected from CIS 141 or LME 448. The professional education component is 61 hours and is sequenced as follows: EDU 250, PSY 310, LTCY 320, SPED 335, SPED 345, SPED 340, ELED 365, ELED 407, SPED 424, SPED 350, LTCY 420, SPED 480, ELED 405, ELED 406, SPED 425, SPED 400, EDU 489, SPED 490 and ELED 490. Within the



professional education sequence, students are required to meet state requirements for fieldwork experience in addition to course work. This laboratory work will be in field experiences away from the main university campus.

Special Education: Learning and Behavior Disorders and Elementary Education candidates may receive academic advising in the School of Teacher Education GRH 1092, (270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information.

## **2. Rationale:**

### **2.1 Reason for developing the proposed major program:**

The School of Teacher Education has a long history of offering a quality Exceptional or Special Education teacher program. The Special Education program faculty members recognize and embrace that the roles and required qualifications of special education teachers have changed in the past decade. Based upon an internal audit of the current undergraduate Special Education initial teacher preparation program, the current research base in special education teacher preparation, and the continued shortage of special education teachers, the need for a major program revision is evident to prepare teacher candidates for the second decade of the 21<sup>st</sup> century and beyond.

- Positions in special education are in the top five areas of greatest need in education with demand for special education teachers to continue for at least the next decade. Recent employment figures for graduates from the WKU special education program are at least 100%.
- Current laws (NCLB & IDEIA) require special education teachers to be highly qualified in a content area when they are the teacher of record. The proposed dual certification program will meet the “highly qualified” requirement by adding the elementary education certification and dropping the MSD certification, therefore preparing our graduates to be better prepared and more employable.
- Offering dual special education certification in Moderate and Severe Disabilities and Learning and Behavioral Disorders is not preparing students to be highly qualified teachers in content areas. While students can successfully complete MSD course work at the undergraduate level, interviews with program graduates indicate that fairly extensive training must be provided to them by the school systems in the first years of employment. The Moderate and Severe certification is better suited for advanced preparation at the graduate level due to the specialized nature of implementing instruction for students with moderate and severe disabilities. WKU’s graduate programs currently offer advanced preparation in MSD to meet the need for this certification.
- Faculty have written and have new course work approved for the proposed program. New courses are aligned with 21<sup>st</sup> century special education standards. New courses are being developed with program assessment in mind to ensure that the program is meeting its revised vision and mission. Adding course work

required for Elementary Education certification allows students to obtain both the general education expertise as well as that required for special education services.

- 2.2 Projected enrollment in the proposed major program: Enrollment in the current undergraduate special education program has increased. In 2012, six students earned their degree in the major. It is predicted that 23 will earn their degree in 2013. According to the Infoview database, there are 116 students enrolled in the current Exceptional Education LBD/MSD major. Due to interest expressed in this program at recruitment events and informal surveys of current students, it is anticipated that making the change to a dual certification program in Elementary Education and Special Education LBD will increase our enrollment by at least 25%. This would result in full courses rather than small class offerings and make better fiscal use of current faculty lines.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The current special education major leads to the Bachelor of Science degree in Exceptional Education, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12. The program is also delivered in a “cohort” model making transfer into and from other majors or institutions prohibitive. The department has many educational programs but none lead to a teaching certificate in exceptional education. The proposed program will replace the current exceptional education program and add the additional certification of Elementary Education along with the Exceptional Education Learning and Behavior Disorders. The proposed program has been developed in collaboration with the faculty in Elementary Education. The current Elementary Education program will remain unchanged when the proposed program is implemented, however, the two program’s curriculum will run parallel.
- 2.4 Relationship of the proposed major program to other university programs: The proposed program does not duplicate other WKU programs outside of
- 2.5 The School of Teacher Education but will continue to enjoy a close relationship to several disciplines. Psychology addresses student behaviors that are often found in school-age students with disabilities. The Communication Disorders department has courses developed to address the many communication needs of students with disabilities. While many areas are related, no program on the campus addresses the training of special education teachers leading to certification.
- 2.6 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The proposed program is similar to other Kentucky universities also offering dual certification programs combining general education and special education certification. A careful review of programs and course descriptions find major similarities but not to the point of program duplication. WKU elementary education faculty and special education faculty have worked closely to create a collaborative approach to the new program with intentional co-teaching modeled across course content, as well as designing both special education and elementary courses into “instructional blocks.” A review of Kentucky regional universities

show that Eastern Kentucky University, Murray State University, Morehead University and Northern Kentucky University have responded to the research, law and professional need. Each have developed dual certification programs in special education and elementary education. Most have extended their programs for other dual certifications such as special education and middle grades or special education and high school. Courses were compared across programs and faculty developed new courses based on Kentucky Teacher Education Standards in addition to Council of Exceptional Children Teacher Standards. The proposed program is rigorous to meet both the demand of the profession and WKU standards.

	WKU- SPED: LBD/ELED	EKU- SPED/ELED	MSU- SPED/ELED	Morehead- SPED/ELED	NKU- SPED/ELED
General Ed. hrs.	44	33-45	41-46	42	37
Related Studies Component 30 hrs.	MATH 205 El/midMath1 MATH 206 El/midMath2 MATH 308 Math 3 LME 318 El/Mid lit. ENG 300 SPED 330 Intro to SPED MUS 314 Comp. Arts  PE 354 PE/ Elem  GEOG 451 or HIST 456 CIS 141 or LME 448	MAT 201 Mat 202 XXX XXX XXX SED 104 ELE 361 XXX ELE 322 ELE362 XXX XXX	MAT 115 MAT 215 XXX ELE 305 XXX SED 300 Art 343 XXX XXX XXX XXX XXX CSC 199	MATH 231 MATH 232 XXX EDEE 327 EDEE 323 EDSP 230 XXX XXX XXX XXX XXX XXX	MAT 140 MAT 141 XXX XXX ENG 386 EDS 360 ART 280 MUS 260 PHE 250 HEA 250 XXX EDU 313

	WKU- SPED: LBD/ELED	EKU- SPED/ELED	MSU- SPED/ELED	Morehead- SPED/ELED	NKU- SPED/ELED
Professional Education Component 61 hrs.	EDU 250 Intr to Edu PSY 310 Ed Psy LTCY 320 Rdg EL SPED 335 Foundations  SPED 345 Second. Meth.  SPED340 Elem Meth LBD ELED 365 Elem Strat  ELED 407 SS methods SPED 424 Col, Inc & Div  SPED 350 Asses. LBD LTCY 420 Rdg Primary SPED 480 SN Proj. LBD ELED 405 Math EL ELED 406 Sci EL  SPED 425 LANG. LBD  SPED 400 BEH MANAG.  <u>Student Teaching</u> EDU 489 ST SEMINAR EDU 490 ST (5) SPED 490 ST (5)	EDF 103 EPY 319 XX SED 545 XXX XXX XXX SED 356 MSD Meth SED 518 499 Class Man. SED 434 Precript. Tch. <u>*24 field hours</u> *(field hours for meth.) SED 401 XXX SED 351 LIB 301 SED 375 *(field hours) EDF 203 Sch & society XXX SED 260 XXX SED 341 XXX  SED 499	EDU 103 EDU 260 REA 306 SED 350 & SED 400 XXX XXX SED455 & MID 270 SED 433 EDU 303 XXX XXX ELE 401 ELE 304 XXX SED 537 ELE 307 XXX XXX ELE 402 Sci EDU 404 Env Ed CDI 205 & SED 425 SED 408 ELE 390 Kinder.  EDU 422 ELE 421	EDF 207 EDF 211 EDEM 330 EDSP 335 EDSP 350 Char. EDSP 36 Char LD EDSP 372 Tran /wk XXX XXXX EDEE 305 Lrn theor. XXX XXX XXX EDEE 322 EDSP 365 Inclusion & EDEE 302 EDSP 367 Asses EDEE 331 EDSP 359 EDSP 357 Math LBD SCI 490 XXX EDSP 353 LNG.LBD XXX EDSP 356 ABA XXX  EDEM 499 EDEE 423 EDSP 435	EDU 305 EDU 300 EDU 302 EDS 322 (2) EDS 364 Char LD EDS 561 MR & Orth EDS 473 (2) EDS 570 Wk/ family EDS 572 EDU 307 EDS 472 Meth/mat EDU 390(2) & 392(2) EDU 312 SS to E.Gr XXX XXX EDU 315 Ed. Asses EDS 464 EDS 473(2) EDU 306 EL. Math EDU 308 Sci. XXX EDS 362 ABA & XXX EDU 314 Clas Man. EDS 562 Early Ch.  EDU 492
Total hours	135	129-136	126-131	124	115

While some benchmark universities continue to offer a single certification special education program, the academic trend to meet the legislation and professional needs uncovers a good number of benchmark universities, (Ball State, Northern Arizona University, and Indiana State University to name a few) offer dual certification between high incidence special education certification and general education.

2.7 Relationship of the proposed major program to the university mission and objectives:

The mission of the proposed Special Education: Learning and Behavior Disorders and Elementary Education dual certification program aligns well with WKU’s mission. WKU’s mission statement states, “Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.” The mission of the proposed Special Education Program at Western Kentucky University is to prepare professional

educators who make meaningful contributions to the field as well as to their students, schools, and communities. The Program fulfills this mission through its commitment to excellence in teaching, its contributions to the profession, and its outreach services to schools and the community.

The purpose is to develop knowledgeable, thoughtful, caring, and skillful educators of students in non-categorical and/or inclusive educational environments. The dual certification program (Learning and Behavior Disorders P-12 and Elementary Education P-5) emphasizes knowledge of content, diversification of instruction for individual learners, theoretical foundations as well as practical applications of best practices in field-based settings. Graduates of our program are uniquely qualified to provide specially designed instruction and learning experiences that address academic, behavioral, and social needs to students with varied grade/age and ability levels. Our graduates also have the skills to consult and collaborate effectively with families, teachers, and related service providers.

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

The Special Education: Learning and Behavior Disorders (LBD) and Elementary Education undergraduate program will provide education and field-based applications of knowledge that allow students to:

- demonstrate specialized knowledge of disabilities, etiologies, characteristics, and interventions including, but not limited to, educational needs, behavioral limitations, career opportunities/training needs, parental needs/obligations, language communication needs, and major trends and issues impacting individuals with disabilities;
- demonstrate the ability to make professional judgments pertaining to: legislation, accessing the services of community agencies, accommodating the needs of diverse populations, and collaborating with parents, colleagues, and students;
- demonstrate skills in curriculum design modification and implementation accommodating diverse learning styles and intelligences with a variety of strategies and methodology including the use of technology;
- demonstrate expertise in diagnostic/prescriptive instruction including but not limited to the ability to select, administer, and interpret assessment instruments for individuals with disabilities, use the results of assessment to develop behavioral objectives, and design and implement individual education plans in a variety of settings;
- demonstrate the ability to manage student behavior by conducting documented observations and task analyses, and devising and implementing appropriate non-

aversive/aversive systems of behavior management;

- demonstrate the ability to manage time and resources using a variety of instructional strategies, modifications, and techniques.

Measurable outcomes will be:

- Students will complete all necessary activities to be successfully admitted to the Professional Teaching Unit in a timely manner.
- Students will be proficient in all Kentucky Teacher Standards as evidenced by their scores on Critical Performance Indicators for each course.
- Students will begin student teaching with an overall GPA of 2.75 or more.
- Students will successfully complete the PRAXIS II exams for Elementary Education and Special Education LBD prior to beginning student teaching.
- Students will successfully complete 200 hours of field experience prior to student teaching.
- Students will demonstrate proficiency in planning and implementing instruction and providing evidence of student learning through the completion of the Teacher Work Sample during student teaching.

#### **4. Program description:**

- 4.1 Curriculum: Three parts to the curriculum; the general education component, related studies and the professional education component with the following courses.

General Education Component: (44 hours)

Students follow university guidelines in completing the general education component, speech course and biological science course with laboratory are specifically included with this 44 semester hour requirement.

Related Studies Component (30 hours)

MATH 205 Number Systems/Theory for Teachers (3)

MATH 206 Fundamental Geometry for Teachers (3)

MATH 308 Rational Numbers/Data Analysis for Teachers (3)

LME 318 Children's Literature (3)

ENG 300 Writing in the Disciplines (3)

SPED 330 Introduction to Exceptional Education: Diversity in Learning (3) (*Grade of B or higher*)

MUS 314 Comprehensive Arts Education for the Elementary Teacher (3)

PE 354 Physical Education in Elementary Schools (3)

HIST 456 Kentucky History

or GEOG 451 Geography of Kentucky (3)

LME 448 Technology Applications in Education (3)

or CIS 141 Basic Computer Literacy (3)

Professional Education Component (61 hours)

*\* New Courses approved*

EDU 250 Introduction to Education (3) (*grade of B or higher*)  
PSY 310 Educational Psychology: Development and Learning (3)  
LTCY 320 The Teaching of Reading (3)  
\*SPED 335 Foundations of Special Education (3)  
\*SPED 345 LBD Secondary Methods (3)  
\*SPED 340 LBD Elementary Instructional Methods (3)  
ELED 365 Strategies for Elementary Teachers (3)  
ELED 407 Materials/Methods in Social Studies (3)  
\*SPED 424 Inclusion, Collaboration and Diversity in the Classroom (3)  
\*SPED 350 Assessment in Special Education (3)  
LTCY 420 Reading in the Primary Grades (3)  
\*SPED 480 Senior Project for LBD (3)  
ELED 405 Teaching Mathematics in the Elementary School (3)  
ELED 406 Teaching Science in the Elementary School (3)  
\*SPED 425 LBD Language Intervention: Strategies and Materials (3)  
\*SPED 400 Behavior Management Strategies in Special Education (3)  
EDU 489 Student Teaching Seminar (3)  
ELED 490 Student Teaching (5)  
SPED 490 Student Teaching LBD (5)

NOTES:

- Students must be admitted to the Professional Education Unit (Teacher Education) in order to register for ELED 365; SPED 424; and ELED 407 Block I courses. Students should begin the teacher admission process while enrolled in EDU 250.
- The standardized test requirement for admission to teacher education must be complete and students must obtain a 2.75 GPA before registering for SPED 424.
- Except for SPED 330 and EDU 250 (which require a grade of B or higher), a grade of C or higher is required for all courses in the major.

Prior to enrolling in SPED 490 and ELED 490 (Student Teaching), students must meet all student teaching admission requirements including a C or higher in all professional education courses and a B or higher in SPED 330 and EDU 250. In addition, they must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all SPED/ELED coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and specialty coursework – Math 205, Math 206, Math 308, LME 448 or CIS 141 or CS 145, LME 318, and LTCY 320 (with no grade lower than a “C”) prior to enrollment in Student Teaching.

- 4.2 Accreditation, certification, approval, and/or licensure: Kentucky teaching licensure for Special education; LBD P-12 and Elementary Education P-5
- 4.3 Program delivery: The majority of courses will have a standard face-to-face class

mode of delivery due to the large number of field hours demanding direct supervision. Faculty will incorporate technology to enhance delivery and communication. Some elementary education courses will be offered at extended campus classes in a technology format.

**5. Resources:**

- 5.1 Faculty: Existing Full time faculty along with part time instructors will teach courses in this new program. Courses in the new program will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. Courses in the current program will be deleted upon the new program's full implementation.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals). Special Education at WKU is not a new content area and the available resources are sufficient for this program. Resources for all new SPED courses were reviewed and found to be sufficient. Examples are listed but are not meant to be comprehensive.

**Journal subscriptions:** (most of these are available electronically as well.)

Teacher Education and Special Education 1998-  
Special Education Law Monthly 1998-2009  
Rural Special Education Quarterly 1999-  
Remedial and Special Education 1993-2008  
Massachusetts Special Education Reporter 1993-  
Journal of the International Association of Special Education 2006-  
Journal of Special Education Technology 1996-2009  
Journal of Special Education and Rehabilitation 1997-  
The Journal of Special Education 1966-  
International Journal of Special Education 2001-  
International Journal of Early Childhood Special Education (Int-Jecse) 2009-  
European Journal of Special Needs Education 1998-2010  
California Special Education Alert 1995-  
British Journal of Special Education 1998-2010  
Exceptionality Education Canada 2008  
Exceptionality Education International 2009

**E- Journals & Data bases**

EBSCO

LEXIS - NEXIS ( Academic)

ProQuest

Education - Wilson

Special Education (Int-Jecse) DOAJ - Directory of Open Access Journals

Journal of Special Education Technology

Remedial and Special Education

Rural Special Education Quarterly

Career and Technical Education



5.2 Facilities and equipment: The School of Teacher Education is housed in the Gary Ransdall Hall, a state of the art facility for teacher preparation programs, and is sufficient for all program needs.

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

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

School of Teacher Education:	October 19, 2012
CEBS Curriculum Committee	_____
Contact with Office of Academic Affairs re: CPE Posting	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Program Inventory Form**