

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: February 2015
FROM: The Graduate School

The Graduate Council submits the following items from the **February 12, 2015** meeting for consideration.

Information Items:

- I. Temporary Course
NURS 521 Statistics in Health Care

Consent Items:

- I. Revise a Course
EDU 695 Advanced Topics in Education

Action Items:

- I. Revise a Course
KIN 514 Lab Methods in Exercise Physiology
GEOS 502 Geoscience Field Research
- II. Revise a Program
0010 Doctor of Education
0457 MAE Special Education for Teacher Leaders: Learning and Behavior Disorders
072 MS Geoscience

**Western Kentucky University
School of Nursing
NURS 521 Statistics in Health Care
Syllabus - Summer 2015**

Course Description: Fundamental statistical concepts and techniques addressed include levels of measurement, measurement reliability and validity, and common statistical techniques. The emphasis will be on statistics used in health care research to improve clinical outcomes.

Course Objectives: Upon completion of this course, the student will be able to:

1. Demonstrate understanding and application of descriptive/inferential statistics in health care research.
2. Interpret statistical results and identify clinical outcomes.
3. Critique current health care research for appropriate statistical application.

Course Number: NURS 521

Course Title: Statistics in Health Care

Course Credit: 3 hours

Prerequisite(s): None

Location and Hours: TBA

Faculty: Dr. XXXXX XXXXXXXX
Office: XXXXXXXX; e-mail: XXXXXX

| MSN Program Outcomes | Course Objectives |
|---|--|
| Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation, and dissemination of research. | <ul style="list-style-type: none"> • Demonstrate understanding and application of descriptive/inferential statistics in health care research. • Critique current health care research for appropriate statistical application. |
| Integrate theory and research from nursing and related disciplines as a foundation for advanced practice. | <ul style="list-style-type: none"> • Demonstrate understanding and application of descriptive/inferential statistics in health care research. • Interpret statistical results and identify clinical outcomes. |
| Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. | <ul style="list-style-type: none"> • Interpret statistical results and identify clinical outcomes. |

| DNP Program Outcomes | Course Objectives |
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| Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, | <ul style="list-style-type: none"> • Demonstrate understanding and application of descriptive/inferential statistics in health care research. |

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| and evaluating best practices for improved health outcomes. | <ul style="list-style-type: none"> • Interpret statistical results and identify clinical outcomes. • Critique current health care research for appropriate statistical application. |
| Develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models. | <ul style="list-style-type: none"> • Interpret statistical results and identify clinical outcomes. • Critique current health care research for appropriate statistical application. |
| Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations. | <ul style="list-style-type: none"> • Interpret statistical results and identify clinical outcomes. • Critique current health care research for appropriate statistical application. |

Required Textbook: Grove, S. K. (2011). *Statistics for Health Care Research*. St. Louis, MO: Saunders Elsevier.

Instructional Methods: This course will be taught using a variety of instructional teaching methods. Students will have assigned readings and activities; discussions, critiques, and/or other online methods.

Course Outline:

- I. Preliminary Analyses of Data
 - a. Level of Measurement
 - b. Descriptive Statistics
 - c. Percentages, Percentile, Histograms, and Line Graphs
- II. Probability and Nonprobability Sampling Methods
- III. Understanding the Sampling Section
 - a. Sample criteria
 - b. Sample size
 - c. Refusal rate
 - d. Mortality rate
- IV. Validity and Reliability
- V. Statistical Techniques to Compare Groups
 - a. Non-parametric Statistics
 - b. *t*-tests
 - c. Analysis of Variance
- VI. Statistical Techniques to Explore Relationships Among Variables
 - a. Pearson’s Product-Moment Correlation Coefficient
 - b. Partial and Multiple Correlations
 - c. Simple Linear Regression
 - d. Multiple Linear Regression

Course Evaluation:

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|---|---------|
| Application Assignments (8 @ 10 pts each) | 80 pts |
| Article Critiques (2 @ 25 pts each) | 50 pts |
| Midterm Examination | 100 pts |

Final Examination

Total possible pts

100 pts

330 pts

Communication:

Handouts, assignments, and examinations will be posted on the course section for the class. Email messages will be sent to individuals and groups of students via Blackboard. It is the student responsibility to check their WKU email account once every 24 hours for emails and notifications, as well as making sure that their email inbox is not full. Grades will be posted at Grade Center on the course Blackboard Site.

Course Policies:

Academic policies found in the SON Graduate Handbook, the DNP Handbook and the WKU Graduate Catalog will be followed in this course.

- APA 6th edition format is required for written assignments
- Student is responsible for keeping a copy of written assignments submitted to faculty for grading
- Student is to submit all papers electronically in the assignment link provided in Blackboard unless instructed otherwise. Students are required to meet pre-established deadlines for assignments unless **PRIOR** arrangements have been made with faculty.

Technical Support

The phone number for technical support is 270-745-7000. Since this course is web-based, there may be an occasion(s) in which students cannot avoid technical difficulties. If you are have technical difficulties that interfere with the submission of a timely assignment, you must notify the course instructor via email prior to the deadline.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in the first floor of the Downing Student Union, Room 1074. The phone number is 270.745.5004 and the email address is sarc@wku.edu.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Counseling & Testing Center: provides counseling for students face-to-face <http://www.wku.edu/heretohelp/> but also the Outreach Services offers a “Here to Help” web form where you can ask questions online and have them answered. They also have a 24 hour Help Line for emergencies at 270-843-4357.

The Health Sciences Librarian for CHHS is Dr. Carol Watwood 270-745-3912 or carol.watwood@wku.edu

Class Attendance / Participation: Active participation in the class is expected.

Faculty reserves the right to make changes in the syllabus including adding or subtracting assignments or changing due dates if, in the opinion of the instructor, changes will improve the course or enhance student learning. An updated syllabus will be reviewed with the class and posted on the class blackboard site in such an event.

**College of Education and Behavioral Sciences
School of Teacher Education/Educational Leadership Doctoral Program
Proposal to Revise Course Grade Type
(Consent Item)**

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDU 695
- 1.2 Course title: Advanced Topics in Education

2. Current course grade type: Standard Letter Grade

3. Proposed course grade type: Pass/Fail

4. Rationale for revision of course grade type: This course is typically used for EdD students in Teacher Leader or P-12 Administrative Leadership specializations to conduct “readings or special projects in education” (catalog description) or to receive credit for providing evidence that they hold current National Board Certification status. In either case, the awarding of a Pass/Fail grade seems more appropriate.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals

| | |
|---|------------|
| School of Teacher Education | 10/10/14 |
| CEBS College Curriculum Committee | 12/2/2014 |
| Professional Education Council | 12/10/2014 |
| General Education Committee (if applicable) | NA |
| Graduate Council | 2-12-15 |
| University Senate | |

**Revise a Course
(Action)**

Date: 12/08/2014

College, Department: College of Health & Human Services; School of Kinesiology, Recreation & Sport

Contact Person: Scott Lyons, Scott.Lyons@wku.edu, 270-745-6035

1. Identification of course

- 1.1 Course prefix and number: KIN 514
- 1.2 Course title: Lab Methods in Exercise Physiology

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: **Current:** Graduate standing and acceptance into the Physical Education graduate program. **Proposed:** none
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: The proposed revision aligns the course with other KIN prefix courses. Graduate standing is a general assumption for graduate courses and is not listed for any other KIN prefix courses, except KIN 598. The reference to acceptance into the Physical Education program is old terminology, as the master's degree name was previously changed from Physical Education to Kinesiology; this language is not listed for any other KIN prefix courses, except KIN 598.

4. Term of implementation: Fall 2015

5. Dates of committee approvals:

| | |
|---|----------------|
| School of Kinesiology, Recreation & Sport | 12/08/2014 |
| CHHS Graduate Curriculum Committee | 01/26/2015 |
| Graduate Council | 2-12-15 |
| University Senate | |

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

**Proposal to Revise a Course
(Action)**

Date: November 14, 2014
Ogden College, Department of Geography and Geology
Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

7. Identification of course

- 1.3 Course prefix (subject area) and number: GEOS 502
- 1.4 Course title: Geoscience Field Research

8. Proposed change(s):

- 8.1 Course number: No change
- 8.2 Course title: Geoscience Research Methods
- 8.3 Credit hours: Variable 1-4 hours
- 8.4 Grade type: Standard letter grading
- 8.5 Prerequisites: GEOS 500
- 8.6 Corequisites: None
- 8.7 Course description: An introduction to research techniques and methodology appropriate to the thesis project.
- 8.8 Other: N/A

9. **Rationale for revision of course:** Many thesis projects do not require intensive field-based research experience, but each project does require appropriate techniques and methods to support specific thesis research. This course is revised to allow for variable credit (1-4 hours) in research methods, with 1 hour required in the Spring semester for first-year students to ensure that the thesis proposal contains the appropriate techniques and methods. Additional credit of up to three hours may be earned during the second year of the program.

10. Term of implementation: Fall 2015

11. Dates of committee approvals:

Department of Geography and Geology
Ogden College Graduate Curriculum Committee
Graduate Council
University Senate

11/14/2014

01/23/2015

2-12-15

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

**Revise a Program
(Action)**

Date: September 29, 2014

College: Education and Behavioral Sciences

Department: Educational Leadership Doctoral Program

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

1. Identification of program:

1.1 Reference number: 0010

1.2 Program title: Doctor of Education (EdD) (Educational Leadership)

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other: Revise policy by which EdD students may be awarded EDU 695 credit for education related experiences. Update policy wording.

3. Detailed program description:

| Existing Program | Revised Program |
|---|---|
| <p>Students admitted to the EdD in Educational Leadership program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they:</p> <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration; • have completed at least 9 hours in the EdD program; and • hold current National Board Certification status. <p>The student must submit an application form to the Doctoral Studies Leadership Council, which will consider whether to approve the application and then determine the number of EDU 695 hours to credit to the student's program. The hours may not be substituted for required (core) courses in the program. Once a recommendation for the awarding of hours for NBCT completion is approved by</p> | <p>Students admitted to the EdD in Educational Leadership program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they:</p> <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration; and • have completed at least 9 hours in the EdD program; and • hold current National Board Certification status. <p>Similarly, EdD students participating in the WKU-Green River Regional Educational Cooperative EdD Partnership may apply to receive up to twelve (12) hours of EDU 695 credit for successfully completing WKU-GRREC co-designed educational leadership experiences/studies. To be eligible to receive credit, students must document that they:</p> |

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| <p>the Doctoral Studies Leadership Council, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student's NBCT status to WKU's Office of Graduate Studies and Research so that the credit may be entered on the student's transcript. No charge will be assessed by WKU.</p> | <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration. <p>In both cases, the student must submit an application form to the Doctoral Studies EdD Leadership Council, which will consider whether to approve the application and then determine the number of EDU 695 hours to credit to the student's program. The hours may not be substituted for required (core) courses in the program, and no more than 12 credit hours of EDU 695 may be listed on the student's program.</p> <p>For NBCT-related applicants, once a recommendation for the awarding of hours for NBCT completion is approved by the Doctoral Studies EdD Leadership Council, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student's NBCT status to the WKU's Office of Graduate School Studies and Research so that the credit may be entered on the student's transcript. For WKU-GRREC partnership participants, the application approved by the EdD Leadership Council will serve as documentation for credit.</p> <p>No charge will be assessed by WKU for posting these credits.</p> |
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4. **Rationale:** The WKU EdD program is collaborating with the Green River Regional Education Cooperative (GRREC) to develop an EdD partnership program whereby GRREC employees and affiliates may work together on doctoral coursework and research to benefit the educational communities within GRREC and WKU's mutual areas of regional stewardship. Following an already accepted NBCT model, the EDU 695 credit process allows for WKU and GRREC to develop a credit-bearing process for these partnership experiences.

5. **Proposed term for implementation:** Fall 2015

6. Dates of committee approvals:

| | |
|--|-----------------------|
| EDD Leadership Council | <u>10-16-2014</u> |
| CEBS Curriculum Committee | <u>12-2-2014</u> |
| Professional Education Council (if applicable) | <u>12-10-2014</u> |
| Graduate Council | <u>2-12-15</u> |
| University Senate | <u> </u> |

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

Contact Person: E. Gail Kirby, 745-3746

1. Identification of program:

- 1.1 Current program reference number: #0457
- 1.2 Current program title: Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders
- 1.3 Credit hours: 31-37 hours

2. Identification of the proposed program changes: Revision of admission Standards:

- Revising Admission Standards to be consistent with Education Profession Standards Board (EPSB) approved program

3. Detailed program description:

| Current Program | Proposed Program (proposed revisions are noted in bold text) |
|--|---|
| <p>Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457</p> <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be</p> | <p>Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457</p> <p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation or an additional teacher certification. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical</p> |

completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

Admission Requirement: (Criteria vary, depending on the student's undergraduate institution and GPA):

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):

The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavior Disorders certification or another certifiable area.

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* **in LBD or another certifiable area,** and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* **in LBD or another certifiable area,** and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* **in LBD or another certifiable area,** and must submit a copy of the certificate or statement of eligibility with their applications.

**Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.*

***Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

Application Deadline Notes: Along with all Graduate School admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to the Graduate School by the following dates:

- Summer Admission: March 1
- Fall Admission: May 1
- Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

**Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.*

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Application Deadline Notes: Along with all Graduate School admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to the Graduate School by the following dates:

- Summer Admission: March 1
- Fall Admission: May 1
- Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Degree Requirements—31-37 hours

Teacher Leader Professional Education Core Courses 9-16 hours

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 555 School and Classroom Assessment (3 hours)
- TCHL 559 Action Research Design (1 hour)
- TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

~~NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.~~

Specialization Component ~~18~~ hours

- SPED 518 Issues in Behavior Management (3 hours)
- SPED 530 Advanced Assessment Techniques (3 hours)
- SPED 531 Advanced Prescriptive Teaching (3 hours)
- SPED 532 Families, Professionals, and Exceptionalities (3 hours)
- SPED 533 Seminar: Curriculum in LBD (3 hours)
- SPED 630 Special Education Law (3 hours)

~~Internship (3 hours)~~

- ~~SPED 595 Advanced Preparation Capstone SPED (3 hours)~~

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with

Degree Requirements—31-37 hours

Teacher Leader Professional Education Core Courses 10-16 hours

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 555 School and Classroom Assessment (3 hours)
- TCHL 559 Action Research Design (1 hour)
- TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

NOTE: TCHL 545, and TCHL 555 are required for all students OR the student must pass proficiency evaluations for these courses. TCHL 500, 530, 559, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Specialization Component 21 hours

- SPED 518 Issues in Behavior Management (3 hours)
- SPED 530 Advanced Assessment Techniques (3 hours)
- SPED 531 Advanced Prescriptive Teaching (3 hours)
- SPED 532 Families, Professionals, and Exceptionalities (3 hours)
- SPED 533 Seminar: Curriculum in LBD (3 hours)
- SPED 630 Special Education Law (3 hours)
- SPED 595 Advanced Preparation Capstone SPED (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with

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| <p>disabilities consistent with the subject area and grade level for which they are seeking certification</p> <p><u>Mid-Point Assessment Requirements</u> To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Program Completion Requirements</u> _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _ Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p> | <p>disabilities consistent with the subject area and grade level for which they are seeking certification</p> <p><u>Mid-Point Assessment Requirements</u> To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Program Completion Requirements</u> _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _ Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p> |
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4. Rationale for the proposed program change:

The Special Education faculty must revise Admission Standards to be consistent with Education Profession Standards Board (EPSB) approved program. These changes will not change the framework of the Teacher Leader program.

5. Proposed term for implementation and special provisions (if applicable): Summer 2015

6. Dates of prior committee approvals:

| | |
|--------------------------------|-------------------|
| School of Teacher Education | December 10, 2014 |
| College Curriculum Committee | December 10, 2014 |
| Professional Education Council | December 10, 2014 |
| Graduate Council | 2-12-15 |
| University Senate | |

Ogden College of Science and Engineering
 Department of Geography and Geology
 Proposal to Revise a Program
(Action Item)

Contact Person: David Keeling e-mail: david.keeling@wku.edu Phone: 5-4555

1. Identification of program

- 1.1 Program Reference Number: 072
- 1.2 Current Program Title: Master of Science in Geoscience
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Core program requirements are revised to improve efficiency and time to program completion.
- A separate methods course is not necessary, as each thesis project is unique, so these courses have been reincorporated into the concentration options.
- A 1-hour Research Methods II course is added to the core.
- Wording is changed on how students may select their 15 hours of electives.

3. Detailed program description:

| Current Program | Proposed Program |
|--|--|
| MS Geoscience Thesis Program (30 hours) | MS Geoscience Thesis Program (30 hours) |
| <p>Admission Requirements:</p> <ul style="list-style-type: none"> * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component, and a 3.0 overall under-graduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * A one-page statement of research interests. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. ** Passing grade (C or higher) in an introductory GIS course (GEOG 316/317) and in Spatial Data Analysis (GEOG 391) at the under-graduate level - students can take these courses as preparatory courses if they have not previously taken these courses. If | <p>Admission Requirements:</p> <ul style="list-style-type: none"> * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component, and a 3.0 overall under-graduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * A one-page statement of research interests. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. ** Passing grade (C or higher) in an introductory GIS course (GEOG 316/317) and in Spatial Data Analysis (GEOG 391) at the undergraduate level - students can take these courses as preparatory courses if they have not previously taken these courses. If taken as a graduate student, a grade of "B" or better is required. |

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| <p>taken as a graduate student, a grade of “B” or better is required.</p> | | | |
| <p><u>Program Core</u> 17-18 hours</p> | | <p><u>Program Core</u> 15 hours</p> | |
| <p>GEOS 500 Geoscience Research 4</p> <p>GEOS 520 Geo Stats Methods 4</p> | | <p>GEOS 500 Geoscience Research 4</p> <p>GEOS 502 Research Methods 1</p> <p>GEOS 520 Geo Stats Methods 4</p> <p>GEOS 599 Research Thesis 6</p> | |
| <p>Students choose one of the following methods courses based on their Research Concentration: 3-4</p> | | <p><u>Concentration Electives**</u> 15 hours</p> | |
| <p>Physical:</p> <p>— GEOS 502 Field Research ———— 4</p> <p>Geographic Information Science:</p> <p>— GEOS 523 Urban GIS Apps ———— 4</p> <p>Cultural:</p> <p>— GEOS 530 Cultural ———— 4</p> <p>Environment:</p> <p>— GEOS 587 Law and Policy ———— 3</p> <p>Climate:</p> <p>— GEOS 555 Global Change ———— 3</p> <p>GEOS 599 Research Thesis 6</p> | | <p>15 hours of graduate coursework selected from the following electives and approved by the thesis director. Students may select appropriate courses from any of the course concentrations:</p> | |
| <p><u>Concentration Electives**</u> 12-13 hrs</p> <p>At least 12 hours of graduate course work in the specified Research Concentration approved by the thesis director and selected from the following electives:</p> | | <p>Physical Science Concentration:</p> <p>GEOS 502 Research Methods 3</p> <p>GEOS 510 Research Topics 3</p> <p>GEOS 515 Remote Sensing 4</p> <p>GEOS 521 Geomorphology 3</p> <p>GEOS 559 Hydrological Fluid 3</p> <p>GEOS 566 Karst Geoscience 3</p> <p>GEOS 595 Geoscience Practicum 3</p> <p>GEOG 427G Water Resources 3</p> <p>GEOG 428G Applied Groundwater 3</p> <p>GEOL 4xxG Any Geology course 3</p> | |
| <p>CONCENTRATION</p> <p>Physical Science:</p> <p>GEOS 510 Research Topics 3</p> <p>GEOS 515 Remote Sensing 4</p> <p>GEOS 521 Geomorphology 3</p> <p>GEOS 559 Hydrological Fluid 3</p> <p>GEOS 566 Karst Geoscience 3</p> <p>GEOS 595 Geoscience Practicum 3</p> <p>GEOG 427G Water Resources 3</p> <p>GEOG 428G Applied Groundwater 3</p> <p>GEOL 4xxG Any Geology course 3</p> | | <p>Cultural Science Concentrations:</p> <p>GEOS 501 Geoscience Development 3</p> <p>GEOS 507 Concepts/Skills for Teach 3</p> <p>GEOS 510 Research Topics 3</p> <p>GEOS 525 Political Geography 3</p> <p>GEOS 530 Cultural Geography 3</p> <p>GEOS 534 Historic Preservation 3</p> <p>GEOS 540 Regional Geography 3</p> <p>GEOS 550 Economic Geography 3</p> <p>GEOS 580 Urban Geography 3</p> <p>GEOS 585 Population Geography 3</p> <p>GEOS 595 Geoscience Practicum 3</p> <p>GEOG 451G Geography Kentucky 3</p> | |
| <p>CONCENTRATION</p> <p>Cultural Science:</p> <p>GEOS 501 Geoscience Development 3</p> <p>GEOS 507 Concepts/Skills for Teach 3</p> <p>GEOS 510 Research Topics 3</p> | | <p>G.I. Science Concentration:</p> <p>GEOS 510 Research Topics 3</p> <p>GEOS 515 Remote Sensing 4</p> <p>GEOS 517 Spatial Databases 3</p> <p>GEOS 523 Urban GIS Applications 4</p> | |

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| GEOS 525 Political Geography | 3 | GEOS 577 Special Topics GIS | 3 |
| GEOS 534 Historic Preservation | 3 | GEOS 584 Advanced Planning | 3 |
| GEOS 540 Regional Geography | 3 | GEOS 590 Experimental Design | 3 |
| GEOS 550 Economic Geography | 3 | GEOS 595 Geoscience Practicum | 3 |
| GEOS 580 Urban Geography | 3 | GEOG 417G GIS Analysis | 3 |
| GEOS 585 Population Geography | 3 | GEOG 419G GIS Programming | 3 |
| GEOS 595 Geoscience Practicum | 3 | | |
| GEOG 451G Geography Kentucky | 3 | Environmental Science Concentration: | |
| CONCENTRATION | | GEOS 505 Biogeography | 3 |
| Geographical Information Science: | | GEOS 506 Environment Seminar | 3 |
| GEOS 510 Research Topics | 3 | GEOS 510 Research Topics | 3 |
| GEOS 515 Remote Sensing | 4 | GEOS 515 Remote Sensing | 4 |
| GEOS 517 Spatial Databases | 3 | GEOS 543 Env Science Concepts | 3 |
| GEOS 577 Special Topics GIS | 3 | GEOS 544 Environmental Ethics | 3 |
| GEOS 584 Advanced Planning | 3 | GEOS 571 Quality of Life | 3 |
| GEOS 590 Experimental Design | 3 | GEOS 587 Env. Law and Policy | 3 |
| GEOS 595 Geoscience Practicum | 3 | GEOS 595 Geoscience Practicum | 3 |
| GEOG 417G GIS Analysis | 3 | GEOG 474G Environment Planning | 3 |
| GEOG 419G GIS Programming | 3 | GEOL 415G Environmental Geology | 3 |
| CONCENTRATION | | Climate Science Concentration: | |
| Environmental Science: | | GEOS 510 Research Topics | 3 |
| GEOS 505 Biogeography | 3 | GEOS 515 Remote Sensing | 4 |
| GEOS 506 Environment Seminar | 3 | GEOS 522 Physical Climatology | 3 |
| GEOS 510 Research Topics | 3 | GEOS 533 Synoptic Meteorology | 3 |
| GEOS 515 Remote Sensing | 4 | GEOS 535 Dynamic Meteorology II | 3 |
| GEOS 543 Env Science Concepts | 3 | GEOS 537 Mesoscale Meteorology | 3 |
| GEOS 544 Environmental Ethics | 3 | GEOS 538 Physical Meteorology | 3 |
| GEOS 571 Quality of Life | 3 | GEOS 539 Atmospheric Modeling | 3 |
| GEOS 595 Geoscience Practicum | 3 | GEOS 555 Global Climate Change | 3 |
| GEOG 474G Environment Planning | 3 | GEOS 595 Geoscience Practicum | 3 |
| GEOL 415G Environmental Geology | 3 | GEOG 424G Weather Analysis | 3 |
| CONCENTRATION | | ** A maximum of six hours of advisor- | |
| Climate Science: | | approved electives that are consistent with | |
| GEOS 510 Research Topics | 3 | the student's <u>Research Focus</u> may be | |
| GEOS 515 Remote Sensing | 4 | selected from other departments. | |
| GEOS 522 Physical Climatology | 3 | | |
| GEOS 533 Synoptic Meteorology | 3 | | |
| GEOS 535 Dynamic Meteorology II | 3 | | |
| GEOS 537 Mesoscale Meteorology | 3 | | |
| GEOS 538 Physical Meteorology | 3 | | |
| GEOS 539 Atmospheric Modeling | 3 | | |
| GEOS 595 Geoscience Practicum | 3 | | |
| GEOG 424G Weather Analysis | 3 | | |

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| ** A maximum of six hours of advisor-approved electives that are consistent with the student's Research Concentration interests may be selected from other departments or from other Geoscience concentrations | | | |
| PROGRAM TOTAL | 30 hours | PROGRAM TOTAL | 30 hours |

4. Rationale for the proposed program changes:

- Reducing the core requirements to 15 hours facilitates better workload management and more appropriate student engagement.
- Removing the program concentration research methods course from the core and incorporating these courses into the electives provides more flexibility for students and faculty workload.
- Adding a 1-hour Research Methods requirement to the core will enable students to develop their thesis topic more extensively in the Spring semester one-on-one with their thesis advisor.
- Restructuring the electives to allow students to select 15 hours of coursework from concentrations reduces the number of program change forms needed and makes the program design process less confusing.

5. Proposed term for implementation and special provisions: Fall 2015

6. Dates of prior committee approvals:

Geography and Geology Graduate Committee
 OCSE Graduate Curriculum Committee
 Graduate Council
 University Senate

11/14/2014
 01/23/2015
 2-12-15

Attachment: [Program Inventory Form](#)