

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: April 2015

FROM: The Graduate School

The Graduate Council submits the following items from the **April 23, 2015** meeting for consideration.

Consent Items:

- I. Delete a Course
 - GEOG 473G Cave and Karst Environment
 - GEOG 488G Rural Planning

Action Items:

- I. Revise a Course
 - GEOG 417G GIS Analysis & Modeling
 - GEOG 419G GIS Programming
 - GEOG 500 Geoscience Research and Literacy
 - GEOS 555 Global Environmental Change
 - GEOS 571 Quality of Life: Environmental Problems and Ecological Solutions
- II. Create a New Course
 - SWRK 679 Professional Social Work Writing Seminar
 - PSY 651 Clinical Neuropsychology for the Applied Psychologist
 - PSY 862 Advanced Psychotherapy Interventions
- III. Revise a Program
 - 0435 MAE Secondary Education for Teacher Leaders
 - 0438 MAE Special Education for Teacher Leaders: MSD
 - 0454 MS Kinesiology
 - 072 MS Geoscience

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG 473G

1.2 Course title: Cave and Karst Environment

2. Action (check one): suspend delete reactivate

3. Rationale: Course no longer needed in the graduate program as topics are addressed in other courses.

4. Effect on programs or other departments: None known.

5. Term of implementation: 201530

6. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Graduate Curriculum Committee

03/27/2015

Graduate Council

4/23/15

University Senate

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG 488G

1.2 Course title: Rural Planning

2. Action (check one): suspend delete reactivate

3. Rationale: Course no longer needed in the graduate program as topics are addressed in other courses.

4. Effect on programs or other departments: None known.

5. Term of implementation: 201530

6. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Graduate Curriculum Committee

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**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department: of Geography and Geology

Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555

1. Identification of course

1.1 Course prefix (subject area) and number: GEOG 417G

1.2 Course title: GIS ANALYSIS & MODELING

2. Proposed change(s):

2.1 course number: GEOS 575

2.2 course title:

2.3 credit hours:

2.4 grade type:

2.5 prerequisites:

2.6 corequisites:

2.7 course description:

2.8 other:

3. **Rationale for revision of course:** The Department is eliminating 4xxG courses and aligning all graduate courses in the 500-range in preparation for a proposed JUMP program.

4. **Term of implementation:** Spring 2016

5. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Graduate Curriculum Committee

03/27/2015

Graduate Council

4/23/15

University Senate

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

**Revise a Course
(Action)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department: of Geography and Geology

Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOG 419G
- 1.2 Course title: GIS PROGRAMMING

2. Proposed change(s):

- 2.1 course number: GEOS 576
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. **Rationale for revision of course:** The Department is eliminating 4xxG courses and aligning all graduate courses in the 500-range in preparation for a proposed JUMP program.

4. **Term of implementation:** Spring 2016

5. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

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University Senate

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

**Revise a Course
(Action)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department: of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOS 500
- 1.2 Course title: Geoscience Research and Literacy

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours: 1-4, repeatable once for a maximum of 4 hours
- 2.4 grade type: Pass/Fail
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: We have taught GEOS 500 in the Fall semester as a 4-hour course for all incoming graduate students. The goal of the course is to prepare students to conduct their thesis research and to begin writing their thesis proposal. Learning outcomes, assessment of the thesis proposal, and advisor engagement strategies have suggested that this course would achieve its objectives more effectively if split between a 3-hour Fall and a 1-hour Spring component. In the Fall, students would complete the thesis proposal introduction and begin their literature review, whilst learning about core theories and methods appropriate to the geosciences. In the Spring, students would complete the literature review and the research methodology, and then would defend the thesis proposal towards the end of the Spring semester. This proposed course restructuring would provide more graduate faculty workload flexibility and would fit more effectively in the proposed JUMP program. Switching to Pass/Fail grading is a more appropriate method of assessment, given the nature of the research thesis proposal.

4. Term of implementation: 201605

5. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Graduate Curriculum Committee

03/27/2015

Graduate Council

4/23/15

University Senate

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

**Revise a Course
(Action)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department: of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOS 555
- 1.2 Course title: Global Environmental Change

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: Global Climate Change
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description: Explores the science behind climate change, including how models, observations, and proxies are used to understand and predict past and future climate, international perspectives on global climate change, and mitigation strategies put forth by the Intergovernmental Panel on Climate Change.
- 2.8 other:

3. **Rationale for revision of course:** The proposed title is more reflective of contemporary terminology in the environmental and climate change field. Students will have a clearer understanding (through the title) of the course content. The new course description more closely reflects the detailed content covered and removes vagueness and adds in relevant terminology used in the climate change discipline.

4. **Term of implementation:** 201605

5. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee

03/27/2015

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

**Revise a Course
(Action)**

Date: 2/23/2015

Ogden College of Science and Engineering, Department: of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOS 571
- 1.2 Course title: Quality of Life: Environmental Problems and Ecological Solutions

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: Applied Natural Resource Management
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description: Seminar approach to understanding natural resource management in the United States and internationally through analysis of past and present environmental problems and implemented alternative solutions.
- 2.8 other:

3. **Rationale for revision of course:** The proposed title change more closely reflects the course content.

4. **Term of implementation:** 201605

5. Dates of committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee

03/27/2015

Graduate Council

4/23/15

University Senate

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

Create a New Course (Action)

Date: February 4, 2015

College, Department: CHHS, Social Work

Contact Person: Jay Gabbard, jay.gabbard@wku.edu, (270) 745-8749

Patricia Desrosiers, patricia.desrosiers@wku.edu, (270) 745-4557

1. Proposed course:

- 1.1 Course prefix and number: SWRK 679
- 1.2 Course title: Professional Social Work Writing Seminar
- 1.3 Abbreviated course title: Prof. SW Writing Seminar
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (no) for total of 0 hours
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Common social work writing tasks include documentation of client services, psychosocial assessments including diagnostic impressions, court reports often including recommendations for removal of children or jail time, grant proposals, and additional discipline specific writing requirements. This course will help students develop advanced social work writing skills in these areas critical for successful advanced professional practice.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: The Council on Social Work Education (CSWE) identifies the practice behavior: “demonstrate effective oral and *written communication* in working with a wide range of clients and systems” as a required social work skill. Over the years, Drs. Desrosiers and Gabbard have observed (and this trend is clearly manifest in the professional literature in a number of allied health disciplines) that often social work students graduate without the advanced writing skills that they need for success in professional practice. To proactively address this issue, the professors applied for and received an internal research grant through WKU DELO/OLRO to develop and test the efficacy of an advanced professional writing course for social work students. The model espoused in the course is predicated on one currently in place in the MSW program at Spalding University, where the lead professor in this course is a recognized expert in the area. Due to the unique writing requirements of social work professionals, these skills are not conducive to being taught (and have not been taught) in other department’s required or elective courses. It is also a false assumption that these skills can be adequately covered in core courses that are more focused on clinical proficiency than advanced proficiency in professional and technical writing skills. Improving professional writing skills through this social work specific elective will not only facilitate successful student outcomes, but will also positively impact the professionalism of future social workers, a primary goal of our MSW program.
- 2.2 Relationship of the proposed course to other courses at WKU: There are many graduate level Thesis Research and Writing courses available in various graduate programs throughout WKU including CNS 599, NURS 599, SOC 599, and PSY 599. These courses provide faculty guidance for independent research projects, and the unstructured nature of these courses is very different

than SWRK 679. In addition, ENG 501 – Graduate Writing Workshop and ENG 502 – Graduate Directed Writing are offered in the English Program and provide a master’s level experience for students with varied writing interests. None of these courses offer discipline specific skills for professional social work practice, which is the primary rationale for the development of this course. The unique nature of this allied health discipline **necessitates a writing course** that is more germane to the profession of social work and not broadly applied to non-applied fields of inquiry.

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

Students will :

- Identify and articulate the importance of advanced professional writing skills in social work practice.
- Evaluate their current writing proficiency across various modalities of professional social work writing.
- Critically examine the steps of the writing process and apply them to professional social work writing.
- Assess the quality of a research reference within the context of professional social work literature.
- Demonstrate skills in self and peer review useful in direct social work practice.
- Identify and correct writing errors in professional social work documents.
- Demonstrate advanced social work policy and grant writing skills.
- Effectively utilize a writing rubric to assess the quality of professional social work writing.

3.3 Content outline (including Assignments):

- Self-Introduction Letter (including discussing importance of advanced writing skills in social work practice)
- The Language of Social Work Writing
- Discussion of Plagiarism and its ramifications in the *NASW Social Work Code of Ethics*
- Review of a Social Work Writing Rubric (Grise-Owens & Crum, 2012)
- Identification of Common Professional Writing Errors and How to Avoid Them
- Self-Assessment in the Writing Process
- Advanced Critical Thinking Skills in Social Work Direct Practice and Professional Writing
- Peer Review and Revision in Social Work Practice
- The Writing Process (Prewriting, Outlining, Drafting, Self & Peer Review, Revision)
- Dissemination of Writing in Appropriate Social Work (and Allied Health) Modalities

3.4 Student expectations and requirements: Students will engage in online discussion forums and peer review processes, complete Blackboard assignments (including formal business letters, client reports, and research reports), and complete exams based on course readings, video lectures, online video content, case studies, and their own research.

3.5 Tentative texts and course materials:

Required Texts:

American Psychological Association (2010) *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Weisman, D., & Zornado, J. L. (2013). *Professional writing for social work practice*. New York: Springer.

References:

- Alter, C., & Adkins, C. (2006). Assessing student writing proficiency in graduate schools of social work. *Journal of Social Work Education, 42*(2), 337-354.
- Alvarez, I., Espasa, A., & Guasch, T. (2012). The value of feedback in improving collaborative writing assignments in an online learning environment. *Studies in Higher Education, 37*(4), 387-400. doi:10.1080/03075079.2010.510182.
- Blake, K. R. (2000). Using the World Wide Web to teach news writing online. *Journalism & Mass Communication Educator, 55*(1), 4-13.
- Brescia Jr., W. F., & Miller, M. T. (2005). Enhancing graduate students' performance as threaded discussion leaders in a web-based proposal-writing course. *Quarterly Review of Distance Education, 6*(4), 385-396.
- Brotherton, L. (2010). Developing the online developmental writing course. Retrieved from: <http://www.ion.uillinois.edu/courses/instructors/guestlectures/lbrotherton/index.asp>.
- Carbone, N. (September, 2005). TechNotes: Teaching writing in an online worked. Retrieved from: <http://ncarbhone.blogspot.com/TeachingWriting/2005/09/notes-on-creating-online-writing-class.html>.
- Coit, C. (2004). Peer review in an online college writing course. *International Conference on Advanced Learning Technologies, 1*-2.
- Cone, P. H., & Dover, L. V. (2012). Shaping how graduate nursing students write. *Nursing Education Perspectives, 33*(4) 272-273.
- Council on Social Work Education. (2008). Educational Policy and Accreditation Standards. Washington, DC: Author. Retrieved from <http://www.cswe.org/File.aspx?id=13780>
- Grise-Owens, E., & Crum, K. (2012). Teaching writing as a professional practice skill: A curricular case example. *Journal of Social Work Education, 48*(3), 517-536. doi: 10.5175/JSWE.2012.201000030.
- Hewett, B. L., & Ehmann, C. (2006). Preparing educators for online writing instruction: Principles and processes. *Quarterly Review of Distance Education, 7*(1), 113-116.
- Johnson, P. (2003). What happens when teaching writing online? Retrieved from: <http://www.mhhe.com/socscience/english/tc/johnson/JPJohnsonModule.htm>
- Karten, K. (2003). 30 ideas for teaching writing. *National Writing Project*. Retrieved from: <http://www.nwp.org/cs/public/print/resource/922>.
- Kinloch, V., & Imig, S. (2010). Writing rewired: Teaching writing in an online setting. *English Journal, 99*(3), 80-83.
- Kuriloff, P. C. (2004). Rescuing writing instruction: How to save time & money with technology. *Liberal Education, 90*(4), 36-41.
- Matveeva, N. (2008). Teaching intercultural communication in a basic technical writing course: A survey of our current practices and methods. *Journal of Technical Writing & Communication, 38*(4), 387-410. doi:10.2190/TW.38.4.e.
- Online Classrooms. (2005). Self-assessment in online writing course focuses students on the learning process. *Magna Publications Inc, 1*-3.
- Purdue University. (2014). *Online Writing Lab*. Retrieved from <https://owl.english.purdue.edu/owl/>
- Rai, L. (2004). Exploring literacy in social work education: A social practices approach to student writing. *Social Work Education, 23*(2), 149-162. doi:10.1080/0261547042000209170.
- Roberts, S. T., & Goss, G. (2009). Use of an online writing tutorial to improve writing skills in nursing courses. *Nurse Educator, 34*(6), 262-265.

Sallee, M., Hallett, R., & Tierney, W. (2011). Teaching writing in graduate school. *College Teaching, 59*, 66-72. doi: 10.1080/87567555.2010.511315.

Soria, K. M., & Weiner, B. (2013). A "Virtual Fieldtrip": Service Learning in Distance Education Technical Writing Courses. *Journal of Technical Writing & Communication, 43*(2), 181-200. doi:10.2190/TW.43.2.e.

Stine, L. (2004). The best of both worlds: Teaching basic writers in class and online. *Journal of Basic Writing, 23*(2), 49-69.

Western Kentucky University. (2014). *The Writing Center. General advice and key characteristics. Writing in Social Work, 1-5*. Retrieved from <http://www.wku.edu/writingcenter/>

Wiener, D. R. (2012). Enhancing critical reflection and writing skills in the HBSE classroom and beyond. *Journal of Teaching In Social Work, 32*(5), 550-565. doi:10.1080/08841233.2012.722183

Wolf, A., Gilmer, C., & Caverly, D. C. (2011). Techtalk: The community of inquiry model for a developmental writing classroom. *Journal of Developmental Education, 35*(1), 38-39.

4. Budget implications:

- 4.1 Proposed method of staffing: Part of faculty workload or winter/summer DELO offering. Two full-time faculty developed this course and are prepared to teach it as needed.
- 4.2 Special equipment, materials, or library resources needed: N/A

5. Term for implementation: Summer 2015

6. Dates of committee approvals:

MSW Program	2/4/2015
Department of Social Work	<hr/> 2/9/2015
CHHS College Curriculum Committee	<hr/> 2/23/2015
Graduate Council	<hr/> 4/23/15
University Senate	<hr/>

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

Create a New Course (Action)

Date: April 9, 2015
College, Department: College of Education and Behavioral Sciences
Department of Psychology
Contact Person: Rick Grieve, Ph.D., rick.grieve@wku.edu , (270) 745-4417

1. Proposed course:

- 1.12 Course prefix (subject area) and number: PSY 651
- 1.13 Course title: Clinical Neuropsychology for the Applied Psychologist
- 1.14 Abbreviated course title: Clinical Neuropsychology
- 1.15 Credit hours: 3
- 1.16 Variable credit (yes or no): No
- 1.17 Repeatable (yes or no) for total of ___ hours: No. 3 hours total
- 1.18 Grade type: Standard letter grade
- 1.19 Prerequisites: Acceptance to a graduate program in the Department of Psychology or by permission of instructor
- 1.20 Corequisites: None
- 1.21 Course description: Basic neural anatomy and functioning and biological systems will be presented along with the effect those systems have on behavior. Effective applied interventions for people who have neurological problems will be covered.
- 1.22 Course equivalency: None

2. Rationale:

- 2.3 Reason for developing the proposed course:

An understanding of the biological bases of behavior is fundamental to functioning as an applied psychologist. This course will expose master's students to clinically-significant issues in the study of physiological psychology. Further, the state Board of Examiners in Psychology requires that those who wish to be licensed in Psychology in the state of Kentucky must have a course on the biological bases of behavior. This course fulfills the requirement. Further, given the applied focus of the program, there is a need for a course that moves beyond simple recitation of the physical systems of neuroanatomy. The National Institute of Mental Health approach has adopted a symptom cluster approach to the study of mental disorders such that disorders with similar underlying biological strata are grouped together. This course will follow the NIMH approach.
- 2.4 Relationship of the proposed course to other courses at WKU:

At the graduate level, the Department of Psychological Sciences offers **PSYS 567 Advanced Physiological Psychology**, which provides an overview of the functioning of the brain from a research perspective. The current class will focus on application and treatment for those who have various neurological conditions (e.g., brain injury) and have disorders that are treated via psychotropic medication and will be designed for psychological practitioners.

3. Discussion of proposed course:

- 3.6 Schedule type: L (standard lecture)
- 3.7 Learning Outcomes:

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

 - the basics of neural structure and formation;

- the basic anatomy and function of the central nervous system;
- the functional impact on behavior for various biological systems, including: perceptual systems (vision), motor systems, and homeostatic and reproductive systems;
- the impact of physiological function on such behaviors as emotion, learning and memory, and selected psychological disorders;
- the NIMH symptom cluster approach

3.8 Content outline:

The following is the general outline this course will follow.

- Introduction—Major Issues
 - Evolution
 - Philosophies
 - NIMH symptom cluster approach
- Function of neurons
 - Neuron structure and function
 - Ions and electrical properties
 - Resting and action potentials
- Communication between neurons
 - Nerve synapses and neurotransmitters
 - Neurotransmitter storage and use
 - Postsynaptic receptors
 - Neurotransmitter removal
- Neural anatomy
 - Central Nervous System
 - Peripheral Nervous System
 - Autonomic Nervous System
 - Sympathetic and Parasympathetic Nervous Systems
- Symptom Clusters and Biology
 - Sleep
 - Circadian rhythms and stages
 - Abnormalities of sleep
 - Enteric System
 - Sexual Disorders, Sexual Dysfunction, and Reproductive behaviors
 - Basic organ systems and genetics
 - Hormonal control
 - Neural control
 - Intellectual Deficiency, Learning Disorders, and Memory
 - Language Development and Language Disorders
 - Schizophrenia and Affective Disorders
 - Anxiety and Mood Disorders
 - ADHD
 - Substance Use Disorders

3.9 Student expectations and requirements:

Students will be evaluated on their:

- performance in completing assignments, quizzes, and examinations;
- quality of oral presentations, and
- ability to organize and synthesize material in a written term paper.

3.10 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

- Carlson, N. R. (2013). *Physiology of behavior* (11th ed.). Essex, England: Pearson Education Limited.
- Parsons, M. W., & Hammeke, T. E. (2014). *Clinical neuropsychology: A pocket handbook*. Washington, D.C.: American Psychological Association.
- Sussman, R. W. (1999). *The biological bases of human behavior*. New York, NY: Allyn & Bacon.
- Zilmer, E. A. (2007). *Principles of neuropsychology*. New York, NY: Cengage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *Journal of Clinical and Consulting Psychologists*, *Behavioral Neuroscience*, *Experimental and Clinical Psychopharmacology*, *Clinical Psychology: Research and Practice*, *Neuropsychology*, and *Psychological Bulletin*.

4. Budget implications:

4.2 Proposed method of staffing:

Currently, there is a faculty member on the Elizabethtown Campus who will teach the course as an interactive television course. We will be hiring four new faculty members in clinical and school psychology. It is anticipated that one of these hires will have the requisite expertise to offer the course as well.

4.2 Special equipment, materials, or library resources needed: None

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

Department	<u>March 20, 2015</u>
College Curriculum Committee	<u>April 7, 2015</u>
Professional Education Council (if applicable)	<u>April 8, 2015</u>
Graduate Council	4/23/15
University Senate	

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

Create a New Course (Action)

Date: April 9, 2015
College, Department: College of Education and Behavioral Sciences
Department of Psychology
Contact Person: Rick Grieve, Ph.D., rick.grieve@wku.edu , (270) 745-4417

1. Proposed course:

- 1.1 Course prefix (subject area) and number: PSY 862
- 1.2 Course title: Advanced Psychotherapy Interventions
- 1.3 Abbreviated course title: ADV PSYCHOTHERAPY
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: Yes. 6 hours total
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: Acceptance to the Doctor of Psychology in Applied Psychology program or by permission of instructor.
- 1.9 Corequisites: None
- 1.10 Course description: Practice in evidence-based, contemporary psychotherapy techniques. Students will learn advanced and emerging techniques to complement existing therapeutic skills.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course:
Psychotherapy is an integral component in the career of Licensed Psychologists who work in the community. This course will allow students in the Doctor of Psychology in Applied Psychology program to practice sophisticated psychotherapy techniques under supervision to more extensively develop their therapy skills.
- 2.2 Relationship of the proposed course to other courses at WKU:
This course is similar to PSY 592 Internship, which is taken by students in the clinical psychology MA program and the school psychology EdS program; however, the proposed class is intended to serve as advanced practice for doctoral-level students. In addition, the proposed class is similar to PSY 662, Practicum in Psychology; again, however, the proposed class is designed for doctoral-level students. It is also similar to PSY 791, Advanced Psychological Practice, which is a practicum class, and PSY 895 Pre-doctoral Internship. However, the proposed course will specifically focus on advancing psychotherapy skills, whereas the preceding courses focus on the entirety of clinical practice.
Many applied programs within the university offer graduate level therapy or intervention courses at the Masters level designed to enhance skills and performance within each discipline (e.g., CNS 558 Theories of Counseling, CNS 554 Group Counseling, CNS 568 Counseling Children and Adolescents, CNS 583 Marriage Therapy, CNS 569 Play Therapy, SWRK 620 Advanced Psycho-Social Approaches for Rural Practice, SWRK 622 Advanced Social Work Practice with Families). However, these courses are not designed for doctoral-level students. The goal of the proposed course is to develop therapy skills at a higher level than is typically done at the master's level of training.

3. Discussion of proposed course:

3.1 Schedule type: A (Applied Learning)

3.2 Learning Outcomes:

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

- describe advanced intervention procedures for mental health disorders;
- explain advanced intervention techniques;
- perform advanced intervention techniques;
- measure client progress while using advanced intervention techniques;
- describe ethical considerations for the use of advanced intervention techniques;
- develop appropriate treatment plans that incorporate the advanced therapy techniques.

3.3 Content outline:

Students in this course will be expected to carry a client case load, so the majority of the instruction will be done via a supervision setting. The following is a general outline of the didactic material to be presented.

- Overview/Expectations
- Review of Basic Therapy Techniques
- Instruction on Advanced Therapy Techniques (i.e., Motivational Interviewing, Mindfulness, Acceptance and Commitment Therapy, Dialectical Behavioral Therapy)
- Evaluation of the Effectiveness and Client Progress
- Ethics and Supervision Issues

3.4 Student expectations and requirements:

3.5 Students will be evaluated on their ability to:

- conceptualize the underlying issues behind a client presenting for therapy;
- create appropriate treatment plans for client issues;
- deliver appropriate advanced psychotherapy techniques;
- complete appropriate documentation for the client while incorporating the advanced psychotherapy techniques into the documentation;
- appropriately assess client progress toward goals set using the advanced psychotherapy techniques.

3.6 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

- Hayes, S. C. (2005). *Get out of your mind and into your life: The new acceptance and commitment therapy*. Oakland, CA: New Harbinger Publications.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change* (Second Edition). New York, NY: Guilford Press.
- Koerner, K. (2011). *Doing dialectical behavior therapy: A practical guide*. New York, NY: Guilford Press.
- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (Third Edition). New York, NY: Guilford Press.
- Pollack, S. M., Pedulla, T., & Siegel, R. D. (2014). *Sitting together: Essential skills for mindfulness-based psychotherapy*. New York, NY: Guilford Press.
- Rollnick, S., & Miller, W. R. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York, NY: Guilford Press.
- Van Dijk, S. (2013). *DBT made simple: A step-by-step guide to dialectical behavior therapy*. Oakland, CA: New Harbinger Publications.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *Behavior Therapy*; *Clinical Psychology: Research and Practice*; *Journal of Clinical and Consulting Psychologists*, *Psychological Bulletin*, and *Psychotherapy*.

4. Budget implications:

4.1 Proposed method of staffing:

Currently, there are two clinical psychology faculty members and two school psychology faculty who could teach this course; all of these faculty are licensed as Psychologists with the Health Service Provider designation. The department is in the process of hiring four additional faculty for the Doctor of Psychology in Applied Psychology program. These faculty could teach this class if interested. However, even without additional faculty, this course could be taught every two years, combining two cohorts of students. This could be arranged by current faculty teaching one less undergraduate course every two years.

4.2 Special equipment, materials, or library resources needed: None

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

Department	<u>March 20, 2015</u>
College Curriculum Committee	<u>April 7, 2015</u>
Professional Education Council (if applicable)	<u>April 8, 2015</u>
Graduate Council	4/23/15
University Senate	

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

**Revise a Program
(Action)**

Date: 2/19/15

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 270-745-4497

1. Identification of program:

- 1.1 Reference number: 0435
- 1.2 Program title: Master of Arts in Education: Secondary Education for Teacher Leaders

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum:
- 2.4 other: Correct error in hours for Specialization Component

3. Detailed program description:

Existing Program	Revised Program
<p>Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> • _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score $[(GRE-V + GRE-Q) + (GPA \times 100)]$ of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning 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 $(GRE \times \text{undergraduate GPA})$ 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. A copy of the teaching certificate or statement of eligibility must be submitted with the application. 	<p>Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> • _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score $[(GRE-V + GRE-Q) + (GPA \times 100)]$ of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning 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 $(GRE \times \text{undergraduate GPA})$ 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. A copy of the teaching certificate or statement of eligibility must be submitted with the application.

<p>• <u>Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</u></p> <p><i>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</i></p> <p>Degree Requirements (30 -37 hours) This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).</p> <p>Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics,</p>	<p>• <u>Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</u></p> <p><i>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</i></p> <p>Degree Requirements (30 -37 hours) This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).</p> <p>Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics,</p>
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<p>physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.</p> <p><i>Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</i></p> <p><i>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</i></p> <p><i>Professional Education Core - 10-16 hours</i> TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) *TCHL 545 Classroom Instructional Strategies and Management (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) <i>*All students must complete these courses or pass proficiency evaluations for these courses.</i> <i>Specialization Component -21 hours</i> Advisor-approved content-focused courses (6 hours) Electives (15 hours)</p> <p>With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second</p>	<p>physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.</p> <p><i>Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</i></p> <p><i>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</i></p> <p><i>Professional Education Core - 10-16 hours</i> TCHL 500 Foundations of Teacher Leadership (3 hours) TCHL 530 Curriculum Development (3 hours) *TCHL 545 Classroom Instructional Strategies and Management (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) <i>*All students must complete these courses or pass proficiency evaluations for these courses.</i> <i>Specialization Component -15- 21 hours</i> Advisor-approved content-focused courses (6 hours) Electives (9-15 hours)</p> <p>With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second</p>
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**Revise a Program
(Action)**

Date: April 7, 2015
 College: College of Education and Behavioral Sciences
 Department: School of Teacher Education
 Contact Person: E. Gail Kirby, 745-3746, gail.kirby@wku.edu

1. Identification of program:

- 1.1 Reference number: #0438
- 1.2 Program title: Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum: 1) Revising admission requirement to include those students holding Learning and Behavior Disorders Certification; 2) revising program curriculum to include two specific pathways depending on whether applicants already hold MSD or LBD certification, and; 3) To revise the TCHL courses according to the new TCHL curriculum as revised in 2014.
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
(Insert existing program language) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438 <u>Admission Requirement:</u> (Criteria vary, depending on the student's undergraduate institution and GPA): <i>The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities.</i> • Teaching certificate in Exceptional Education MSD * must be submitted 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	(Identify deletions by strike-through and highlight additions.) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438 <u>Admission Requirement:</u> (Criteria vary, depending on the student's undergraduate institution and GPA): <i>The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities who already hold LBD certification.</i> • Teaching certificate in Exceptional Education MSD or Exceptional Education LBD must be submitted 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

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.

**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.*

Degree Requirements—37-40 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 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)

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.

**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.*

Degree Requirements—30-37 hours

Teacher Leader Professional Education Core Courses 9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 500 is a required course and is a prerequisite to all other courses

TCHL 530 – Curriculum Development (3 hours)

TCHL 545 Classroom Instructional Strategies and Management (3 hours)

TCHL 555 School and Classroom Assessment (3 hours)

TCHL 559 Action Research Design (1 hour)

<p>TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 Student Assessment II: Standardized Testing (1 hour) TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.</p> <p><u>Specialization Component 18 hours</u> 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)</p> <p>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</p>	<p>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) <i>TCHL530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</i> <i>TCHL 545 and TCHL 555 are required for all students OR the student must pass proficiency evaluations for these Courses. Note that all programs must be at least 30 hours for a master’s degree.</i></p> <p><u>Core Specialization Component for all students in the MSD Teacher Leader Program 9 hours</u> SPED 530 Advanced Assessment Techniques (3 hours) SPED 630 Special Education Law (3 hours) Internship (3 hours) SPED 595 Advanced Preparation Capstone SPED (3 hours)</p> <p><u>12 Hours Advanced Certification Pathway for those holding MSD Certification:</u> SPED 615 Instructional Strategies and Design in ASD (3 hours) SPED 618 Social Skills Instruction and Behavioral Programming in ASD (3 hours) SPED 612 Collaboration with Schools and Agencies for Individuals with ASD (3 hours) SPED 619 Assistive Technology and Communication Interventions for Students with ASD (3 hours)</p> <p><u>12 Hours Additional Certification Pathway for those holding LBD Certification:</u> SPED 535 Curriculum for MSD (3 Hours) SPED 518 Seminar: Contemporary Challenges in Special Education (3hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 619 Assistive Technology for ASD (3 hours)</p> <p>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 additional certification. Students not currently teaching in a setting serving students with Moderate and Severe Disabilities must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject</p>
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<p>Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with 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>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:** The faculty in special education is revising the program for MAE in MSD to include a pathway for those already certified in Learning and Behavior Disorders to add an additional certification of Moderate and Severe Disabilities. This will allow our undergraduate graduates in the upcoming new Elementary Education/Special Education dual certification program to enter our MAE program and add an additional certification in special education.

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

6. **Dates of committee approvals:**

School of Teacher Education	<u>April 7, 2015</u>
CEBS College Curriculum Committee	<u>April 7, 2015</u>
Professional Education Council (if applicable)	<u>April 8, 2015</u>
Graduate Council	4/23/15
University Senate	_____

**Revise a Program
(Action)**

Date: January 26th, 2015

College: College of Health and Human Services

Department: School of Kinesiology, Recreation and Sport

Contact Person: Keri Esslinger, keri.esslinger@wku.edu; 745-6038

1. Identification of program:

- 1.1 Current program reference number: 0454
- 1.2 Current program title: Master of Science in Kinesiology

2. Proposed changes:

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum: Changes for the Teacher Leader Concentration only. *Note: The Exercise Science and Fitness Management concentrations are not changing.*
 - Update of the Professional Education core to reflect changes already made by the College of Education.
 - Addition of KIN 520 - Teaching Strategies in Physical Education to the Specialization component.
 - Addition of RSA 534 - Facility Management to the Physical Education Specialization component.
 - Deletion of KIN 501 - Research Methods in PE/KIN from the Physical Education Specialization component.
 - Deletion of KIN 504 – Advanced Exercise Physiology
 - Minimum hours to degree will increase by one, from 30 to 31 hours
- 2.4 other:

3. Detailed program description:

*Note that a program revision proposal approved at the January 22, 2015 Senate deleted a concentration in Corporate Health Management.

Old Program*	New Program
<p>The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>Teacher Leader Admission Requirement</i></p>	<p>The M.S. in Kinesiology program has three concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>Teacher Leader Admission Requirement</i></p>

<p>Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.</p> <ol style="list-style-type: none"> 1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility. 2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. 3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. <p>Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for 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.</p> <p><i>*GAP=(GRE-V+GRE-Q)+(undergraduate GPAx100)</i></p> <p>The Physical Education Teacher Leader Concentration requires 9-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.</p> <p>The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and content areas to discuss and work on grade-level challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy,</p>	<p>Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.</p> <ol style="list-style-type: none"> 1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility. 2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. 3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. <p>Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for 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.</p> <p><i>*GAP=(GRE-V+GRE-Q)+(undergraduate GPAx100)</i></p> <p>The Physical Education Teacher Leader Concentration requires 10-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.</p> <p>The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy,</p>
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leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of KIN 501, 503, 504, 505, and 508. This specialization allows for professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core (see *Important Note* below). All students must complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course), are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

~~*Important Note:* While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.~~

(Level I) Professional Education Core--9-- 16 hours
TCHL 500 – Foundations of Teacher Leadership (3 Hrs)
TCHL 530 Curriculum Development (3 Hrs)
TCHL 550— Student Assessment I: Fundamentals of Student Assessment (1 hr)

leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of KIN 503, 505, 508, 520, and RSA 534. This specialization allows for professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core .All students must complete TCHL 500, 530, 545, 555, 559, and 560 or pass proficiency evaluations for TCHL 545 and 555. If the proficiency evaluations for TCHL 545 and 555 are passed, 6 hours of advisor approved electives will be needed to replace those courses.

(Level I) Professional Education Core – 10 - 16 hours
TCHL 500 – Foundations of Teacher Leadership (3 Hrs)
TCHL 530 Curriculum Development (3 Hrs)
TCHL 545 (3hr) – Classroom Instructional Strategies and Management

<p>TCHL 554— Student Assessment II: Standardized Testing (1 hr) TCHL 558— Student Assessment III: Classroom Tests and Instruments (2 hrs) TCHL 540— Classroom Instruction: Instructional Strategies (1 hr) TCHL 544— Classroom Instruction: Equitable School and Community Partnerships (1 hr) TCHL 548— Classroom Instruction: Managing the Learning Environment (1 hr) TCHL 560 – Action Research for Teacher Leaders (3 Hrs)</p> <p>Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above PE or TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have 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 during Level 2 may be required based on the assessment results.</p> <p><u>(Level II) Specialization Component—15 hours</u> KIN 501— Research Methods in Kinesiology (3 Hrs) KIN 503– Advanced Motor Learning & Control (3 Hrs) KIN 504— Advanced Exercise Physiology (3 Hrs) KIN 505 – Foundations of Curriculum Construction (3 Hrs) KIN 508 – Adaptive Physical Education (3 Hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>	<p>TCHL 555 (3hr) - School and Classroom Assessment TCHL 559 (1hr) – Action Research Design TCHL 560 – Action Research Capstone for Teacher Leaders (3 Hrs)</p> <p>Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above PE or TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have 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 during Level 2 may be required based on the assessment results.</p> <p><u>Level (II) Specialization Component—15 hours</u> KIN 503– Advanced Motor Learning & Control (3 Hrs) KIN 505 – Foundations of Curriculum Construction (3 Hrs) KIN 508 – Adaptive Physical Education (3 Hrs) TCHL 520 – Teaching Strategies in Physical Education RSA 534 – Facility Management (3hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>
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4. Rationale for the proposed program change:

- The proposed changes in the professional education core are focused on having curriculum in alignment with the Teacher Leader framework of the university and with the requirements of the Kentucky Education Professional Standards Board (EPSB), the entity which issues certificates for all Kentucky teachers.
- The changes in the specialization component are in response to current needs of physical educators in the schools regarding safety and proper management of the learning environment, which in physical education

is a gymnasium facility, and in response to the addition of the research class in the professional education core.

- TCHL 559 and TCHL 560 are both research-oriented courses and required in the Professional Education Core, therefore the KIN 501 is redundant for students thus being removed.
- KIN 504 Advanced Exercise Physiology is being removed from the specialization component as the other courses being added will provide content assessed to be needed to enhance teaching and to offer flexibility in method of course delivery.
- KIN 520 is being added to the specialization component as the course focuses on the physical education models in teaching and is not related to the instructional strategies and management offered in the core.
- RSA 534 Facility Management is being added to the specialization component because of the current need for safer, better-managed physical education environments. There is very little room for this information in any of the undergraduate curriculum that specifically addresses managing your facility – yet when teachers are hired, they are ultimately responsible for the safety of the classroom environment. For physical education teachers the classroom can include any of the following: lunchroom/gymnasiums, large gymnasiums with extensive seating, outdoor courts and fields, climbing walls, weight rooms, locker rooms, and more. The teachers are ultimately responsible to know how to best manage their teaching in these environments in order to provide a safe environment. To best serve both the students and teachers, a course like this is a very important addition. This course will have an assignment specific to those students in the PE Teacher Leader program that requires them to complete a facility assessment of their current facility.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

School of Kinesiology, Recreation and Sport	02/06/2015 _____
CHHS Graduate Curriculum Committee	02/23/2015 _____
Professional Education Council	03/18/2015 _____
Graduate Council	4/23/15 _____
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:

- Admission requirements are modified to specify the types of preparatory coursework necessary for the program.
- Recognize change in course number for GEOG 417G and GEOG 419G, which are now GEOS 575 and GEOS 576 respectively.
- Recognize changes in course titles.

3. Detailed program description:

Current Program	Proposed Program
MS Geoscience Thesis Program (30 hours)	MS Geoscience Thesis Program (30 hours)
Admission Requirements: * 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 taken as a graduate student, a grade of “B” or better is required.	Admission Requirements: * 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 goals . * 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 grades (C or higher) in appropriate undergraduate course-work to support the thesis research program. For example, students pursuing a thesis project in GIS-related topics are required to have passed an introductory GIS course (GEOG 316/317) and a Spatial Data Analysis (GEOG 391) course at the undergraduate level - students should take preparatory courses in the summer semester before joining the Geoscience program if they have not previously taken these courses. If taken as a graduate student, a grade of “B” or better is required. Students should consult with their proposed thesis advisor on appropriate preparation coursework before full admission is granted.
	<u>Program Core</u> 15 hours
	GEOS 500 Geoscience Research 4 GEOS 502 Research Methods 1 GEOS 520 Geo Stats Methods 4

<u>Program Core</u> 15 hours	GEOS 599 Research Thesis 6
GEOS 500 Geoscience Research 4	
GEOS 502 Research Methods 1	
GEOS 520 Geo Stats Methods 4	
GEOS 599 Research Thesis 6	
<u>Concentration Electives**</u> 15 hours	<u>Concentration Electives**</u> 15 hours
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 areas:	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 areas:
Physical Science:	Physical Science:
GEOS 502 Research Methods 3	GEOS 502 Research Methods 3
GEOS 510 Research Topics 3	GEOS 510 Research Topics 3
GEOS 515 Remote Sensing 4	GEOS 515 Remote Sensing 4
GEOS 521 Geomorphology 3	GEOS 521 Geomorphology 3
	GEOS 555 Global Climate Change 3
	GEOS 559 Hydrological Fluid Dynmcs 3
	GEOS 566 Karst Geoscience 3
	GEOS 595 Geoscience Practicum 3
	GEOL 4xxG Any Geology course 3
GEOS 559 Hydrological Fluid Dynmcs 3	
GEOS 566 Karst Geoscience 3	
GEOS 595 Geoscience Practicum 3	
GEOS 427G Water Resources 3	
GEOS 428G Applied Groundwater 3	
GEOL 4xxG Any Geology course 3	
Cultural Science:	Cultural Science:
GEOS 501 Geoscience Development 3	GEOS 501 Geoscience Development 3
GEOS 507 Concepts/Skills for Teach 3	GEOS 507 Concepts/Skills for Teach 3
GEOS 510 Research Topics 3	GEOS 510 Research Topics 3
GEOS 525 Political Geography 3	GEOS 525 Political Geography 3
GEOS 530 Cultural Geography 3	GEOS 530 Cultural Geography 3
GEOS 534 Historic Preservation 3	GEOS 534 Historic Preservation 3
GEOS 540 Regional Geography 3	GEOS 540 Regional Geography 3
GEOS 550 Economic Geography 3	GEOS 550 Economic Geography 3
GEOS 580 Urban Geography 3	GEOS 580 Urban Geography 3
GEOS 585 Population Geography 3	GEOS 585 Population Geography 3
GEOS 595 Geoscience Practicum 3	GEOS 595 Geoscience Practicum 3
GEOG 451G Geography Kentucky 3	GEOG 451G Geography Kentucky 3
G.I. Science:	G.I. Science:
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 517 Spatial Databases 3
GEOS 523 Urban GIS Applications 4	GEOS 523 Urban GIS Applications 4
	GEOS 575 GIS Analysis & Modeling 3
	GEOS 576 GIS Programming 3
	GEOS 577 Special Topics GIS 3
	GEOS 584 Applied Env Planning 3
	GEOS 590 Experimental Design 3
	GEOS 595 Geoscience Practicum 3
Environmental Science:	Environmental Science:
GEOS 505 Biogeography 3	GEOS 505 Biogeography 3
GEOS 506 Environment Seminar 3	GEOS 506 Environment Seminar 3
	GEOS 510 Research Topics 3
	GEOS 515 Remote Sensing 4
	GEOS 543 Env Science Concepts 3
	GEOS 544 Environmental Ethics 3
	GEOS 555 Global Climate Change 3

GEOS 510 Research Topics	3	GEOS 571 Applied Nat Res Manage	3
GEOS 515 Remote Sensing	4	GEOS 587 Env. Law and Policy	3
GEOS 543 Env Science Concepts	3	GEOS 595 Geoscience Practicum	3
GEOS 544 Environmental Ethics	3	GEOG 474G Environment Planning	3
		GEOL 415G Environmental Geology	3
GEOS 571 Quality of Life	3		
GEOS 587 Env. Law and Policy	3	Climate Science:	
GEOS 595 Geoscience Practicum	3	GEOS 510 Research Topics	3
GEOG 474G Environment Planning	3	GEOS 515 Remote Sensing	4
GEOL 415G Environmental Geology	3	GEOS 522 Physical Climatology	3
		GEOS 533 Synoptic Meteorology	3
Climate Science:		GEOS 535 Dynamic Meteorology II	3
GEOS 510 Research Topics	3	GEOS 537 Mesoscale Meteorology	3
GEOS 515 Remote Sensing	4	GEOS 538 Physical Meteorology	3
GEOS 522 Physical Climatology	3	GEOS 539 Atmospheric Modeling	3
GEOS 533 Synoptic Meteorology	3	GEOS 555 Global Climate Change	3
GEOS 535 Dynamic Meteorology II	3	GEOS 595 Geoscience Practicum	3
GEOS 537 Mesoscale Meteorology	3	GEOG 424G Weather Analysis	3
GEOS 538 Physical Meteorology	3		
GEOS 539 Atmospheric Modeling	3	** A maximum of six hours of advisor-approved	
GEOS 555 Global Env Change	3	electives that are consistent with the student's	
GEOS 595 Geoscience Practicum	3	<u>Research Focus</u> may be selected from other	
GEOG 424G Weather Analysis	3	departments.	
** A maximum of six hours of advisor-approved			
electives that are consistent with the student's			
<u>Research Focus</u> may be selected from other			
departments.			
PROGRAM TOTAL	30 hours	PROGRAM TOTAL	30 hours

4. Rationale for the proposed program changes:

- With different areas of research concentration in the MS Geoscience program, different preparatory coursework is appropriate as admission requirements, depending on the students' research interests, rather than a standardized set of prerequisites that might not be appropriate for a particular thesis project.
- GEOG 417G and GEOG 419G are changed to GEOS 575 and GEOS 576 respectively, to be more effectively sequenced in the program.
- Minor changes to course titles better reflect course content.
- The Department is proposing a JUMP program parallel to this change, and this will better align the objectives of the new JUMP option.

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

6. Dates of prior committee approvals:

Geography and Geology Graduate Committee	02/27/2015
OCSE Graduate Curriculum Committee	03/27/2015
Graduate Council	4/23/15
University Senate	