

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: January 2013

FROM: Graduate Studies and Research

The Graduate Council submits the following items from the **December 13, 2012** meeting for consideration. Items marked with an asterisks [*] are information items.

- I. Create a New Course
 - GTE 539 Assessment and Identification of Gifted and Talented Children
 - GTE 540 Developing Creativity and Leadership in Gifted Youth
 - GTE 636 Issues in Gifted Education and Talent Development
 - GTE 637 Seminar in Gifted Education and Talent Development
 - MATH 598 Graduate Seminar: Communicating Mathematics and Technical Writing
 - HIST 611 Seminar in Urban History
 - GERO 590 Independent Study
- II. Revise Course Grading System
(ALL) 599, 699, 799 courses
- III. Create a New Certificate Program
Advanced Worksite Health Promotion
- IV. Create a New Program
Master of Arts in Education, Gifted Education and Talent Development
- V. Revise a Program
 - Master of Public Health, Ref. #152
 - Master of Science in Mathematics, Ref. #085
- VI. Revise a Policy
 - Change grading policy for thesis, specialist project, and dissertation courses
 - Change maximum allowable hours for thesis and dissertation courses
 - Allow graduate work to be applied to both undergraduate and graduate degrees

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

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will be a critical component of a master's program in Gifted Education. In addition, the proposed course could be included in other graduate programs in education. As per the National Association for Gifted Children (NAGC) Gifted Education and Council for Exceptional Students (CEC) Standards for Gifted and Talented Education, the particular content in this course is needed to further develop teacher leadership in gifted education pedagogy.

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

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted (in classrooms and services) use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted must understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They need to understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations (NAGC, 2006).

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

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

equitable approaches enables them to identify students from diverse backgrounds (NAGC, 2010).

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

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

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

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

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

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

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

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

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

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

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

In Counseling and Student Affairs, one related course is CNS 552 Testing and Assessment. That course discusses methods, techniques, statistics, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering and interpreting both objective and

subjective instruments used in counseling. The course surveys research design and statistics and uses data in decision making. The courses are similar in that they both focus on the best practices for and research on testing. However, GTE 539 is specific to the identification and assessment of gifted children. Identification is a possible departure as it is a major goal of the course.

In Psychology, PSY 560 Assessment of Cognitive and Intellectual Functioning is a course that focuses on the administration of the WISC, WAIS and other individually administered tests used as basic tools in education, occupational guidance, and clinical diagnosis. GTE 539 is similar to this course in that they both focus on assessments to determine cognitive abilities. However, the GTE 539 is taught from the focus of developing a gifted education identification system and incorporation of group testing.

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

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

Courses similar to this one:

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

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

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

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

3. Discussion of proposed course:

3.1 Course objectives:

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

- Develop a plan for how to create environments and instructional activities that encourage students to express diverse characteristics and behaviors associated with giftedness.
- Establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
- Provide a set of assessments on that could be used for identification: qualitative and quantitative information from a variety of sources, including off-level testing. Select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.

- Collect assessment data and adjust curriculum and instruction to learn about each student's developmental level and aptitude for learning.
- Interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
- Develop a plan to select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
- Plan a session and provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
- Develop a plan to inform parents/guardians about the identification process -- obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
- Develop a plan to communicate and implement district and state policies designed to foster equity in gifted programming and services.
- Develop documents that provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
- Make appropriate suggestions for improving a school district's high ability program that are consistent with the best practices outlined in the state's Standards for Gifted Education.

3.2 Course content outline

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

3.3 Student expectations and requirements:

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

- Discussion Board
 - Apply personal leadership and processing through discussion board -- some small group and others whole class discussion.
- Diverse Characteristics of Identification Assignment: (Multimedia presentation)
 - Show how all students in grades PK-12 have **equal access** to a **comprehensive assessment system** that allows them to **demonstrate diverse** characteristics and behaviors that are associated with giftedness.

- Develop a plan for how to create environments and instructional activities that encourage students to express diverse characteristics and behaviors associated with giftedness.
- Plan a session and provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
- Identification Plan Assignment:
 - Show how each student **reveals his or her exceptionalities or potential** through assessments so that appropriate instructional accommodations and modifications can be provided.
- Identification of Diverse Populations Assignment:
 - Show how students with identified needs represent **diverse backgrounds and reflect the total student population** of the district.
- Multiple/Appropriate/Ongoing Assessment Plan Assignment:
 - Develop a plan to find students with gifts and talents that demonstrate advanced and complex learning as a result of using **multiple, appropriate, and ongoing assessments**.

3.4 Tentative texts and/or resources and course materials:

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

Identification:

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

Overview of Testing:

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

Qualitative Measures in Identifying High Ability Students:

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

Internet Links for articles on identifying underrepresented populations

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

http://faculty.education.uiowa.edu/dlohman/pdf/Identifying_AcademicallyTalented.pdf

4. **Resources:**

4.1 Library resources: adequate

4.2 Computer resources: adequate

5. **Budget implications:**

- 5.1 Proposed method of staffing: Present faculty resources are adequate to support the proposed master's program. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. The position was advertised and filled by Dr. Nielsen Pereira. Dr. Janet Tassell has worked on a grant in gifted education for a quarter of her time for four years and that grant will end this year, so she will be available for one of the courses. The gifted endorsement program will continue to be offered annually, while the four new courses will be offered every other year or annually if the need warrants. In addition, there are adjunct professors with expertise in gifted education who could teach gifted education courses. One other consideration is that the old master's degree program is concluding at the end of the 2012 fall semester which will change the courses offered in elementary, middle, and secondary education.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	<u>02/10/2012</u>
CEBS Curriculum Committee	<u>10/30/2012</u>
Professional Education Council	<u>11/14/2012</u>
Graduate Council	<u>12/13/2012</u>
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 1-5-12

Proposed Course Name and Number: GTE539

Current Library holdings in support of the course are:

adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

Clark, G. (2004). Screening and identifying students talented in the visual arts: Clark's drawing abilities test. In J.S.Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 101-115). Thousand Oaks, CA: Corwin.

Johnsen, S.K. (Ed.). (2011). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press. (2nd ed.)

Kanevsky, L. (2000). Dynamic Assessment of gifted learners. In K.A. Heller, F.J. Monks, R.J. Sternberg, & R.F. Subotnik (Eds.), *International handbook of giftedness and talent* (2nd ed., pp. 283-295). New York: Elsevier.

Purcell, J. & Eckert, R. (2006). *Designing services and programs for high-ability learners*. Thousand Oaks, CA: Corwin Press

Renzulli, J. S., & Delcourt, M. A. B. (2004). The legacy and logic of research on the identification of gifted persons. In J.S.Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 71-78). Thousand Oaks, CA: Corwin.

Siegle, D. (2002). Creating a living portfolio: Documenting student growth with electronic portfolios. *Gifted Child Today*, 25(3), 60-65.

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VanTassel-Baska, J. (2004). Metaevaluation findings: A call for gifted program quality. In J. VanTassel-Baska & A. X. Feng (Eds.), *Designing and utilizing evaluation for gifted program improvement* (pp. 227-245). Waco, TX: Prufrock Press.

II. Key journal titles needed/recommended:

Journal for the Education of the Gifted
Gifted Child Today
Roeper Review
Gifted Child Quarterly
Gifted and Talented International
Parenting for High Potential
Teaching for High Potential
Journal of Advanced Academics (formerly *Journal of Secondary Gifted Education*)

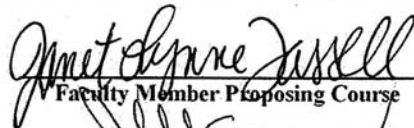
LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

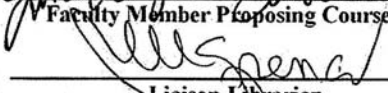
Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

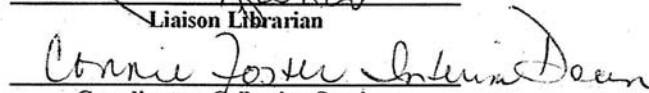
Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

Standard 2 Development and Characteristics of Learners: Teachers of the gifted should have knowledge of characteristics of individuals who are gifted in the creative and leadership domains.
Standard 5 Learning Environments and Social Interactions: Teachers should be proficient in designing learning opportunities that promote leadership.

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

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

Standard 3 Curriculum Planning and Instruction: Teachers should provide students with opportunities to develop their talents in multiple areas, including creativity and leadership.
Standard 4 Learning Environments: This standard emphasizes the development of 21st century skills, including leadership skills and creative productivity.

Although the current course offerings in the gifted and talented education (GTE) endorsement include issues related to characteristics of, creating appropriate learning environments for, and

assessment of gifted learners, the focus is on the several domains included in the federal and Kentucky definitions of giftedness and not specifically on creativity and leadership. Of the several domains included in the federal definition of giftedness, creativity and leadership are the ones that are not often covered in general education courses and only briefly discussed in the current GTE course offerings.

- 2.2 Projected enrollment in the proposed course: 18-22 students. The basis for this estimate is that we typically have this number of students enrolled in graduate gifted and talented education courses.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Several required courses for the endorsement in Gifted and Talented Education address issues related to creativity and leadership in gifted education, but none of these courses address these issues in enough depth. GTE 536: Nature and Needs of Gifted, Creative and Talented Students is an introduction to a variety of issues in gifted education, including identification and services for children who are gifted in the several domains included in the federal definition of giftedness (including creativity and leadership). GTE 537: Curriculum, Strategies, and Materials for Gifted Students includes issues related to programming options, strategies, and materials for children who are gifted in the domains included in the federal definition of giftedness. GTE 540 will focus on the study of conceptions of giftedness and intelligence that include creativity and leadership and the application of such conceptions to the development and delivery of gifted programs. Emphasis will also be placed on the identification of students who are gifted in the areas of creativity and leadership, on helping elementary and high school students develop creativity and leadership, as well as on strategies to differentiate instruction for students who are gifted in those areas. EDU 522: Fundamentals of Differentiated Instruction covers strategies for differentiating instruction for “multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness” whereas GTE 540 will cover differentiated strategies for students who are gifted in creativity and leadership. One of the graduate course offerings in Library Media Education, LME 411G: Creative Media Experiences for Children, covers “methods and procedures for developing creativity in children” as well “the design and evaluation of materials and activities in a variety of media formats for school and library settings.” GTE 540 will focus on developing creativity in gifted children with a focus on all content areas in P-12 educational settings.
- 2.4 Relationship of the proposed course to courses offered in other departments:
One related course is PSY 432/432G: Psychology of the Gifted, which covers “intellectual, emotional, and social characteristics of gifted and creative children with emphasis on education services and programs that maximize gifted development.” GTE 540 will differ from this course as the focus is on identification methods and programming options for students who are gifted in the areas of creativity and leadership.
There are several courses in the Doctor of Education program that address leadership topics, such as EDLD 710: Leadership I- Leadership Theories and Ethics and EDLD 720: Leadership II – Individual and Group Issues in Leadership, but none of these course specifically focuses on the development of leadership and creativity in students in P-12 settings. GTE 540 will focus on how teachers can help students in P-12 settings develop creativity and/or leadership, research on creativity and leadership in gifted education, and how students who are gifted in creativity and/or leadership can be identified.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Purdue University, Northwestern University, and the University of Connecticut are three of the leading American universities in gifted education. The master’s and doctoral programs in gifted education at those universities include courses on creativity and/or leadership. The following courses are similar to GTE 540:
Purdue University: EDPS 591D Creativity and Intelligence: The major purpose of this course is to study the theoretical and practical aspects of creativity and intelligence. Students will explore various theories of intelligence, giftedness, and creativity to gain a deeper understanding

concerning the uniqueness of human potential and performance. GTE 540 is similar to this course in that both courses focus on theoretical and practical aspects of creativity. EDPS 591D also includes theories of intelligence and giftedness, which currently are discussed in other courses within WKU's Gifted Endorsement, such as PSY 432G.

Northwestern University: MS_ED 442 The Gifted: Theoretical Foundations of Creativity and Giftedness: Participants gain a solid understanding of historical and current perspectives and conceptualizations of giftedness, talent and creativity. MS_ED 443 The Gifted: Leadership and Advocacy: The course explores gifted program standards, models and evaluation along with means of advocating for gifted education at the local, state and national levels. GTE 540 will include aspects of both MS_ED 442 and MS_ED 443 since it will include topics such as current issues related to and conceptualizations of creativity and leadership.

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

3. Discussion of proposed course:

3.1 Course objectives:

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

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

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

3.2 Course content outline

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

Module 1: Introduction to creativity and leadership in gifted education

- Creativity and leadership in the gifted education legislation and standards (federal definition, Kentucky legislation, NAGC/CEC Teacher Standards, NAGC Pre-K-Grade 12 Standards)

- Current research on creativity and leadership in gifted education as well as related fields
- Gifted education models and strategies that stimulate the development of creativity and leadership

Module 2: Creativity in gifted education

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

Module 3: Leadership in gifted education

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

3.3 Student expectations and requirements:

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

3.4 Tentative texts and course materials:

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

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

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

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

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

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Present faculty resources are adequate to support the proposed master's program. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. The position was advertised and filled by Dr. Nielsen Pereira. Dr. Janet Tassell has worked on a grant in gifted education for a quarter of her time for four years and that grant will end this year, so she will be available for one of the courses. The gifted endorsement program will continue to be offered annually, while the four new courses will be offered every other year or annually if the need warrants. In addition, there are adjunct professors with expertise in gifted education who could teach gifted education courses. One other consideration is that the old master's degree program is concluding at the end of the 2012 fall semester which will change the courses offered in elementary, middle, and secondary education.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	<u>2/10/2012</u>
CEBS Curriculum Committee	<u>10/30/2012</u>
Professional Education Council	<u>11/14/2012</u>
Graduate Council	<u>12/13/2012</u>
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 01/05/2012

Proposed Course Name and Number: GTE 540

Current Library holdings in support of the course are:

adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

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

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

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

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

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

II. Key journal titles needed/recommended:

Journal for the Education of the Gifted

Gifted Child Today

Roeper Review

Gifted Child Quarterly

Gifted and Talented International

Parenting for High Potential

Teaching for High Potential

Journal of Advanced Academics (formerly *Journal of Secondary Gifted Education*)

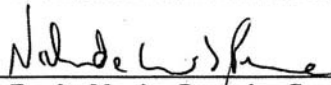
LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

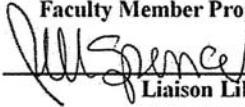
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Questions or problems?


Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

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

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will be a critical component of a proposed master's program in Gifted Education. As per the National Association for Gifted Children (NAGC) Gifted Education and Council for Exceptional Students (CEC) Standards for Gifted and Talented Education, the particular content in this course will develop teacher leadership in gifted education. This course also addresses a gap in the current course offerings at WKU in gifted education, which do not presently include many advanced graduate courses suitable for students in EdS and EdD programs.

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

The Standards at a Glance

1. Learning and Development:

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

2. Assessment:

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

3. Curriculum planning and Instruction:

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

4. Learning Environments:

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

5. Programming:

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

6. Professional Development:

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

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

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

The School of Teacher Education offers graduate courses in gifted education. However, GTE 636 will address issues and pull from a mixture that will constantly evolve and grow with the flow of the current political climate and educational needs of the participants. One of the current offerings in gifted education that covers similar topics is GTE 536: Nature and Needs of Gifted, Creative and Talented Students, which is an introduction to a variety of topics in gifted education, including identification, services for children who are gifted, current laws and regulations, social and emotional needs, and an introduction to research in gifted education. However, GTE 536 is usually a first introduction to such topics for graduate students who may have fairly limited background knowledge of gifted education issues and research. GTE 636 will be an advanced course that will require students to have working knowledge of educational research and focus of the discussion will be how practitioners and researchers address issues in gifted education and talent development. They will learn how to articulate research about an issue of gifted education and/or talent development and present findings to colleagues for professional development and in a paper to submit for publication. This course is also different in that it will help participants learn where to look for grants for gifted education and talent development funding and programming opportunities.

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

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

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

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

If students in other department majors are interested in expanding their expertise in current issues of gifted and talented students, this may be a course that would be of interest. For example, students in the doctoral studies program may choose to take this course as an area of interest.

EDAD 620 Seminar in Administration of Special Education is a course where students explore current trends and issues in the administration and supervision of special education programs, including personnel issues, student identification issues, program assimilation and human relationships. EDAD 620 is similar to GTE 636 in that it provides special education and educational administration students with an overview of issues related to the special education field. However, EDAD 620 addresses issues specific to special education and has a major focus on administering programs for individuals with disabilities as opposed to those with gifts and talents.

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

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

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

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

Courses similar to this one:

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

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

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

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

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

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

3. Discussion of proposed course:

3.1 Course objectives:

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

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

3.2 Course content outline

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

3.3 Student expectations and requirements:

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

3.4 Tentative texts and/or resources and course materials:

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

*(NOTE: The 2nd edition of this publication is scheduled for release in 2014.)

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

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Present faculty resources are adequate to support the proposed master's program. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. The position was advertised and filled by Dr. Nielsen Pereira. Dr. Janet Tassell has worked on a grant in gifted education for a

quarter of her time for four years and that grant will end this year, so she will be available for one of the courses. The gifted endorsement program will continue to be offered annually, while the four new courses will be offered every other year or annually if the need warrants. In addition, there are adjunct professors with expertise in gifted education who could teach gifted education courses. One other consideration is that the old master's degree program is concluding at the end of the 2012 fall semester which will change the courses offered in elementary, middle, and secondary education.

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

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education	<u>10/19/2012</u>
CEBS Curriculum Committee	<u>10/30/2012</u>
Professional Education Council	<u>11/14/2012</u>
Graduate Council	<u>12/13/2012</u>
University Senate	_____

Attachment: Library Resources Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 3-22-12

Proposed Course Name and Number: GTE 636

Current Library holdings in support of the course are:

adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

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

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

II. Key journal titles needed/recommended:

Journal for the Education of the Gifted
Gifted Child Today
Roeper Review
Gifted Child Quarterly
Gifted and Talented International
Parenting for High Potential
Teaching for High Potential
Journal of Advanced Academics (formerly *Journal of Secondary Gifted Education*)

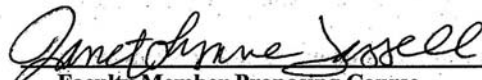
LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

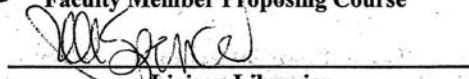
Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

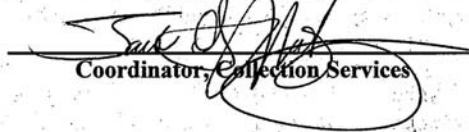
Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

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

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

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: This seminar course will be a critical component of a proposed master's in Gifted Education. As per the National Association for Gifted Children (NAGC) and Council for Exceptional Students (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education, practice should be continuously improved by research-based professional development and the research focus of this course will help students gain in-depth understanding of the current research in the field of gifted education. This course also addresses a gap in the current course offerings at WKU in gifted education, which do not presently include many advanced graduate courses (i.e., 600-level gifted education courses) suitable for students in Ed.S. and Ed.D. programs. This special topics research seminar will be crucial for students in the proposed master's program, given that the proposed advanced research focus concentration is designed for students who want to engage in advanced research and seek preparation for doctoral study in gifted education. The focus of GTE 637 on promoting professionalism and scholarly production, by requiring that students engage in scholarly activities, such as writing for publication and engaging in other activities that relevant to their own scholarship, will prepare students become active members of the gifted education research community.
- 2.2 Projected enrollment in the proposed course: 8-10 students. The basis for this estimate is the number of students regularly enrolled in graduate gifted and tion courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: Several required courses for the endorsement in Gifted and Talented Education address issues related to professionalism and research in gifted education, but none of these courses address these issues from a standpoint of promoting scholarly productivity. GTE 536 is an introduction to a variety of topics in gifted education, including identification, services for children who are gifted, current laws and regulations, social and emotional needs, and an introduction to research in gifted education. GTE 637 will include all of those topics, but with a clear research (instead of practitioner) focus, and students will also have the opportunity to explore in depth the topics in which they are interested. GTE 637 will be an advanced course that will require students to have working knowledge of educational research, and the focus of the discussion will be on how practitioners and researchers address issues in gifted education and talent development. Students will also learn how to articulate research about an issue in gifted education and/or talent development. This course is also different from other current course offerings in gifted education in that it will help participants become active participants of the gifted education research community by submitting conference proposals, writing journal articles, developing professional development presentations, and writing grants, as well as several other scholarly activities. Other similar courses offered in the School of Teacher Education include: SPED 518 Seminar:

Contemporary Challenges in Special Education; SPED 534 Seminar: Research in Exceptional Child Education; and LTCY 624: Seminar in Literacy Issues and Trends. GTE 637 is similar to all of these courses in that it will also focus on research and current issues, but research and issues in gifted education will be addressed. Since there are currently no gifted education courses at the 600 level, GTE 637 could be included in other graduate programs in education. Doctoral students with an interest in Gifted Education could take this course to gain in-depth understanding of issues and research in gifted education.

2.4 Relationship of the proposed course to courses offered in other departments:
One related course is PSY 432/432G: Psychology of the Gifted, which covers “intellectual, emotional, and social characteristics of gifted and creative children with emphasis on education services and programs that maximize gifted development.” GTE 637 will differ from this course since it will focus on advanced topics in gifted education and give students the opportunity to explore topics in gifted education of their interest more in depth. Other departments offer seminar courses that are research oriented and focus on current issues in several fields. Examples of such courses include: CNS 658 Seminar Guidance/Counseling; CNS 579 Seminar in Student Affairs; CNS 658 Seminar in Guidance and Counseling; GTE 637 will have a similar research focus, but all topics addressed in the new course will be related to research and current issues in gifted education.

2.5 Relationship of the proposed course to courses offered in other institutions:
Purdue University and the University of Connecticut are two of the leading American universities in gifted education. The master’s and doctoral programs in gifted education at those universities include seminar courses focusing on gifted education issues that are major components of those graduate programs and help increase graduate student scholarly productivity.

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

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

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

3. Discussion of proposed course:

3.1 Course objectives:

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

- Demonstrate in-depth understanding of various topics in gifted education.
- Interpret theoretical and empirical articles published in edited books and refereed journals in the field of gifted education.
- Analyze current issues related to giftedness and talent and develop a personal position on each issue.
- Develop creative productive tasks that are related to their professional goals (e.g., writing for publication, developing curricula and/or professional development workshops).

3.2 Course content outline

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

3.3 Student expectations and requirements:

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

3.4 Tentative texts and course materials:

APA (2010). *Publication Manual of the American Psychological Association, 6th edition.*

Washington, D.C.: American Psychological Association

Thompson, B. & Subotnik, R. (2010). *Methodologies for conducting research on giftedness.*

Washington, DC: American Psychological Association.

4. Resources:

4.1 Library resources: adequate

4.2 Computer resources: adequate

5. Budget implications:

5.1 Proposed method of staffing: Present faculty resources are adequate to support the proposed master's program. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. The position was advertised and filled by Dr. Nielsen Pereira. Dr. Janet Tassell has worked on a grant in gifted education for a quarter of her time for four years and that grant will end this year, so she will be available for one of the courses. The gifted endorsement program will continue to be offered annually, while the four new courses will be offered every other year or annually if the need warrants. In addition, there are adjunct professors with expertise in gifted education who could teach gifted education courses. One other consideration is that the old master's degree program is concluding at the end of the 2012 fall semester which will change the courses offered in elementary, middle, and secondary education.

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. **Proposed term for implementation:** Fall 2013
7. **Dates of prior committee approvals:**
- | | |
|--------------------------------|-------------------|
| School of Teacher Education | <u>10/19/2012</u> |
| CEBS Curriculum Committee | <u>10/30/2012</u> |
| Professional Education Council | <u>11/14/2012</u> |
| Graduate Council | <u>12/13/2012</u> |
| University Senate | _____ |

Attachment: Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 10-09-12

Proposed Course Name and Number: GTE637: Seminar in Gifted Education and Talent Development

Current Library holdings in support of the course are:

adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

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II. Key journal titles needed/recommended:

Journal for the Education of the Gifted

Gifted Child Today

Roeper Review

Gifted Child Quarterly

Gifted and Talented International

Parenting for High Potential

Teaching for High Potential

Journal of Advanced Academics (formerly Journal of Secondary Gifted Education)

LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

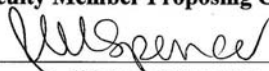
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Questions or problems?

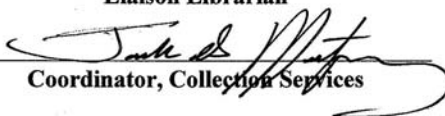
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Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

**Ogden College of Science and Engineering
Department of Mathematics
Proposal to Create a New Course
(Action Item)**

Contact Person: Claus Ernst; e-mail: claus.ernst@wku.edu; Phone: 745-6224

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 598
- 1.2 Course title: Graduate Seminar: Communicating Mathematics and Technical Writing
- 1.3 Abbreviated course title: Communicating Mathematics
- 1.4 Credit hours and contact hours: 1.5
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites/corequisites: Students must be admitted to the graduate program in mathematics. (Note this includes students in the MA and MS mathematics program).
- 1.7 Course catalog listing: This course will familiarize graduate students in mathematics with the many different areas of mathematics and active research topics in the field as well as give them an opportunity to practice effective oral presentation skills. Students will also learn mathematical typesetting with LaTeX.

The course can be taken twice to count as a research tool towards the MS in Mathematics.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course can be used as research tool for mathematics graduate students by teaching techniques of oral and written communication of mathematics. The written component will primarily be on teaching mathematical typesetting using LaTeX (and other related software), a widely used typesetting program in mathematics. The course will also help students prepare for their graduate thesis by introducing a uniform thesis style (template) used in mathematics. The seminar component of the course is designed to familiarize our graduate students with the many areas of mathematics and active research topics of mathematics faculty in and out of the department. Hence, this course could also be used as a tool for the graduate students to choose a thesis advisor. Furthermore, since many of our graduate students go onto PhD programs familiarity with areas of active mathematical research as well as written and presentation skills are of great importance for further studies.
- 2.2 Projected enrollment in the proposed course: Graduate students in mathematics about 10 each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The course can serve as a research tool to students in the MS program and will prepare students to write a better thesis.
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course is similar to graduate seminars and communication courses in other departments, see for example BIOL 598.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Many institutions with a graduate program in mathematics offer similar courses.
For example ECU offers **MAT 880 (1-3): Seminar in** advanced topics in Mathematics.

3. Discussion of proposed course:

- 1.1 Course objectives:
 - Teach mathematical typesetting skills.
 - Improve written communication of mathematics.
 - Familiarize students with the many areas of mathematics.
 - Familiarize students with topics of current research.
 - Improve presentation skills via practice and mentoring.
- 1.2 Content outline:

- Typesetting mathematics using LaTeX.
- Seminars by faculty and students on a weekly basis. Faculty in the department will present seminars on their research areas as needed.

1.3 Student expectations and requirements:

- Students will be required to complete assignments using the LaTeX.
- Students will attend seminar talks.
- Students will give seminars talks on assigned research topics.

1.4 Tentative texts and course materials:

- TUG (Tex Users Group) and other online LaTeX resource pages.
- LaTeX: A documentation Preparation System, www.latex-project.org.

4. Resources:

4.1 Library resources: na

4.2 Computer resources: na

5. Budget implications:

5.1 Proposed method of staffing: Current Faculty

5.2 Special equipment needed: na

5.3 Expendable materials needed: na

5.4 Laboratory materials needed: na

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Mathematics: 10/26/2012

OCSE Graduate Committee: 11/16/2012

Graduate Council: 12/13/12

University Senate: _____

Provost: _____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of History
Proposal to Create a New Course
(Action Item)**

Contact Person: Eric Reed, eric.reed@wku.edu, x55732

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HIST 611
- 1.2 Course title: Seminar in Urban History
- 1.3 Abbreviated course title: Sem Urban Hist
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: S
- 1.6 Prerequisites: HIST 535 or permission of instructor
- 1.7 Course catalog listing: Rotating-topic seminar explores major themes, theoretical approaches, and scholarly literature in urban history.

2. Rationale:

- 2.1 Reason for developing the proposed course: Urban history is a major sub-discipline of the field that is not currently taught at WKU. There is a graduate urban history course (HIST 552) in our catalog, but it has not been taught in more than ten years and is designed as a course focusing solely on American urban history. The proposed course will offer faculty the opportunity to address a much wider range of geographic areas and historical trends that may include but are not limited to the United States. Scholarship in urban history is at the cutting edge of emerging research on the history of the globalization process and transnational interactions. The proposed course will add to the History Department's expanding offerings in global and transnational history. Several faculty members in the History Department perform research in urban history and wish to teach graduate-level courses in the field. The rapid growth of the History Department's graduate M.A. program requires the History Department to broaden its course offerings.
- 2.2 Projected enrollment in the proposed course: 15, based on current enrollment trends for all graduate history course offerings.
- 2.3 Relationship of the proposed course to courses now offered by the department: HIST 552 (American Urban History) is in the graduate catalog but has not been offered in more than ten years. HIST 552 is proposed for deletion from the catalog. There is no urban history course in the undergraduate catalog. The proposed new seminar will allow the History Department faculty to offer urban history courses that deal with a wider range of geographic areas and historical trends that may include but are not limited to the United States in keeping with our continued expansion of offerings in global and transnational history.
- 2.4 Relationship of the proposed course to courses offered in other departments: GEOS 580 (Seminar in Urban Geography) is an "Analysis of problems of American cities" and includes 2-3 weeks of urban history analysis, but focuses primarily on contemporary urban trends in the United States.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Urban history is a major sub-discipline of the historical profession. Many universities offer graduate coursework in urban history. The University of Washington (HSTAA 550), University of New Orleans (URBN 6850, a history course in the graduate Urban Studies program), Central European University (History Department, no course number), New York University (G65.2108), UT-San Antonio (HIS 6413), University of Wisconsin-Milwaukee (History 980). Urban history is a component/core course for several other, related and professional programs such as Urban Studies, Public Administration, and Geography. Dozens of universities offer such related/professional programs and require their students

to complete graduate-level, general- or rotating-topic seminars in urban history, even though they are not listed in catalogs as courses offered by the history departments at these universities.

3. Discussion of proposed course:

3.1 Course objectives: In the process of exploring different topics or themes in urban history, the proposed course will

- Introduce graduate students to urban history's methodological approaches;
- Allow graduate students to explore the research questions posed and theoretical constructs employed by urban history; and
- Introduce graduate students to urban history's scholarly literature.

3.2 Content outline: Major units and course themes may include:

- Theoretical Approaches to Urban History
- Methodology of Urban History
- Historiography of Urban History
- Cities and the History of the Globalization Process
- History of Urbanization and Economic Change
- Cities and the History of Travel
- Cities and Technological Change in History
- History of Cities as Loci of Authority
- Urban History as History of Identity
- Cities and Popular Culture History
- Cities of the Ancient World
- Cities of the Silk Road
- Cities and Ritual: History of Royal Court Ritual in European Cities
- History of Paris, Capital of Modernity
- Gay New York: History of Urban Sub-Cultures
- Black in the City: Race and Urban Crisis in Postwar America
- Revolutionary Cities: Paris, Mexico City, and Tokyo, 1968
- City Sports: Baseball and the History of the American City
- Cities of the Slave Trade
- Las Vegas and the History of Vice in America
- History of the Imperial Capitals of China and Japan
- History of Global Cities
- Festivals and Cities: History of Urban Film Festivals

3.3 Student expectations and requirements: Students will be required to read and evaluate scholarly literature in the field, engage in research projects using the methods and approaches of urban history, engage in scholarly discussions and debates about urban history, and sit for exams on course content.

3.4 Tentative texts and course materials:

Chauncey, George. Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940 (Basic Books, 1995)

Esherick, Joseph, ed. Remaking the Chinese City: Modernity and National Identity, 1900-1950 (U. of Hawaii, 2002)

Fogelson, Robert. Downtown: Its Rise and Fall, 1880-1950 (Yale, 2001)

Kotkin, Joel. The City: A Global History (Basic Books, 2005)

Mazower, Mark. Salonica, City of Ghosts: Christians, Muslims and Jews 1430-1950 (Vintage, 2004)

Mumford, Lewis. The City in History (Harcourt, 1989, orig. 1961)

Riess, Steven. City Games: The Evolution of American Urban Society and the Rise of Sports (U. of Illinois, 1991)

Rothman, Hal. Neon Metropolis: How Las Vegas Started the Twenty-First Century (Routledge, 2003)

Siedenman, Michael. The Imaginary Revolution: Parisian Students and Workers in 1968 (Berghahn Books, 2004)

Wheatley, Paul. The Places Where Men Pray Together: Cities in Islamic Lands, Seventh through the Tenth Centuries (U. of Chicago, 2000)

White, G. Edward. Creating the National Pastime: Baseball Transforms Itself, 1903-1953 (Princeton, 1996)

-----, Journal of Urban History (selected articles)

4. Resources:

- 4.1 Library resources: Adequate. Library has electronic access to the Journal of Urban History, as well as hard copies and electronic access to most other major scholarly history journals, all of which publish research in urban history.
- 4.2 Computer resources: None needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate. If the graduate MA program continues to grow (from approx. 25 to approx. 80 students in the past three years), the History Department may need more faculty to meet student demand for this and other graduate-level coursework.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2013.

7. Dates of prior committee approvals:

History Department/Division:	August 30, 2012
Potter College Curriculum Committee	Nov. 1, 2012
Graduate Council	Dec. 13, 2012
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

- Bridge, Gary and Watson, Sophie, eds. The Blackwell City Reader, 2nd ed. (Blackwell, 2010)
- Chauncey, George. Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940 (Basic Books, 1995)
- Corey, Steven Hunt. The American Urban Reader: History and Theory (Routledge, 2010)
- Driver, Felix and Gilbert, David, eds. Imperial Cities: Landscape, Display and Identity (U. of Manchester, 1999)
- Esherick, Joseph, ed. Remaking the Chinese City: Modernity and National Identity, 1900-1950 (U. of Hawaii, 2002)
- Fogelson, Robert. Downtown: Its Rise and Fall, 1880-1950 (Yale, 2001)
- Harris, Katie. From Muslim to Christian Granada: Inventing a City's Past in Early Modern Spain (Johns Hopkins University Press, 2007)
- Harvey, David. Paris, Capital of Modernity (Routledge, 2005)
- Kotkin, Joel. The City: A Global History (Basic Books, 2005)
- Lapidus, Ira. Muslim Cities in the Later Middle Ages (Cambridge, 1984, orig. 1967)
- Lees, Andrew and Lees, Lynn Hollen. Cities and the Making of Modern Europe, 1750-1914 (Cambridge, 2007)
- Mazower, Mark. Salonica, City of Ghosts: Christians, Muslims and Jews 1430-1950 (Vintage, 2004)
- Mumford, Lewis. The City in History (Harcourt, 1989, orig. 1961)
- Rawley, James. London, Metropolis of the Slave Trade (U. of Missouri, 2003)
- Reitano, Joanne. The Restless City: A Short History of New York from Colonial Times to the Present, 2nd Ed. (Taylor and Francis, 2010)
- Richardson, David, et. al., eds. Liverpool and Transatlantic Slavery (Liverpool U. Press, 2007)
- Riess, Steven. City Games: The Evolution of American Urban Society and the Rise of Sports (U. of Illinois, 1991)
- Rothman, Hal. Neon Metropolis: How Las Vegas Started the Twenty-First Century (Routledge, 2003)
- Sassen, Saskia. The Global City : New York, London, Tokyo, 2nd ed. (Princeton, 2001)
- Siedenman, Michael. The Imaginary Revolution: Parisian Students and Workers in 1968 (Berghahn Books, 2004)
- Sugrue, Thomas. The Origins of the Urban Crisis : Race and Inequality in Postwar Detroit, rev. ed. (Princeton, 2005)
- Tebeau, Mark. Eating Smoke: Fire in Urban America, 1800-1950 (Johns Hopkins, 2003)
- Wheatley, Paul. The Places Where Men Pray Together: Cities in Islamic Lands, Seventh through the Tenth Centuries (U. of Chicago, 2000)
- White, G. Edward. Creating the National Pastime: Baseball Transforms Itself, 1903-1953 (Princeton, 1996)
- . Journal of Urban History (selected articles)

Received

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

JAN 04 2013
Graduate Studies
and Research

Date: August 30, 2012

Proposed Course Name and Number: Hist 611

Current Library holdings in support of the course are:

X adequate _____ inadequate*
_____ library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

- Bridge, Gary and Watson, Sophie, eds. The Blackwell City Reader, 2nd ed. (Blackwell, 2010)
Chauncey, George. Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940 (Basic Books, 1995)
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White, G. Edward. Creating the National Pastime: Baseball Transforms Itself, 1903-1953 (Princeton, 1996)

Journals:

Journal of Urban History
Journal of American History

Received
JAN 04 2013
Graduate Studies
and Research

II. Key journal titles needed/recommended:

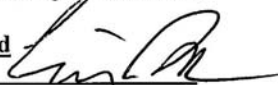
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

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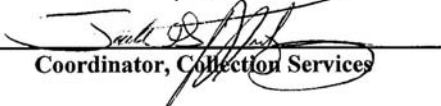
Eric Reed



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

Received
JAN 04 2013
Graduate Studies
and Research

University College
Department of Diversity & Community Studies
Proposal to Create a New Course

Contact Person: Dana Bradley, dana.bradley@wku.edu, 745-2356

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GERO 590
- 1.2 Course title: Independent Study in Aging Studies
- 1.3 Abbreviated course title: Independent Study in GERO
- 1.4 Credit hours and contact hours: 1.0 - 3.0, may be repeatable.
- 1.5 Type of course: I (independent study)
- 1.6 Prerequisites/corequisites: Permission of the instructor and the Aging Studies advisor.
- 1.7 Course catalog listing: Supervised individual study and/or field-based experience in a topic of particular relevance to the Graduate Certificate in Aging Studies.

2. Rationale:

- 2.1 Reason for developing the proposed course: This graduate course will allow a student to obtain knowledge about specific questions related to the themes of the Graduate Certificate in Aging Studies. This course adds an important option for students wishing to study a topic that may not be covered by other electives.
- 2.2 Projected enrollment in the proposed course: Typically independent study sections have an enrollment of 1, though it is possible that as many as 3-4 students may elect this at one time.
- 2.3 Relationship of the proposed course to courses now offered by the department: The DCS offers an independent study for students pursuing the Gender & Women's Studies graduate certificate.
- 2.4 Relationship of the proposed course to courses offered in other departments: Most departments offer an independent study option. The extent to which other independent study courses might cover similar material will vary.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer a independent study option to students, whether they are pursuing an traditional disciplinary plan of study, or an interdisciplinary, theme-based one.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of this course, students:
 - Develop a topic to investigate or design a field experience;
 - Identify major literature and theories related to the focus of the topic and/or experience.
 - Identify and analyze issues and controversies that inform the topic;
 - Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic.
- 3.2 Content outline:
 - Overview of the topic or field experience and its relationship to social justice, sustainability, and/or community-based research;
 - Review relevant theories and research literature;
 - Identify emerging issues relevant to the topic and/or experience;
 - Demonstrate understanding of topic/experience through research.
- 3.2 Student expectations and requirements: Students will be expected to complete readings, a research paper and/or a narrative journal.
- 3.3 Tentative texts and course materials: Depends upon specific disciplinary focus and topic.

4. Resources:

- 4.1 Library resources: Current resources are adequate.
- 4.2 Computer resources: Current resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: There is sufficient full-time faculty to teach this course.
- 5.2 Special equipment needed: No special equipment is required.
- 5.3 Expendable materials needed: No expendable materials are needed.
- 5.4 Laboratory materials needed: No laboratory supplies are needed.

6. Proposed term for implementation: Summer 2013

7. Dates of prior committee approvals:

Department of Diversity & Community Studies	<u>October 15, 2012</u>
University College Graduate Curriculum Committee	October 29, 2012
Graduate Council	December 12, 2012
University Senate	_____

Attachment: Bibliography, Library Resources Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: December 4, 2012

Proposed Course Name and Number: Independent Study in Gerontology 6420 590

Current Library holdings in support of the course are:

adequate inadequate*

library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

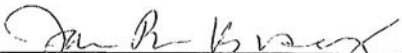
LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

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Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

**Graduate Studies and Research
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Kelly Madole, kelly.madole@wku.edu, 745-2446

1. Identification of course:

- 1.1 Current course prefix (subject areas) and number: (ALL) 599, 699, 799 courses
- 1.2 Course title(s): Thesis Research/Writing, Specialist Project, Dissertation Research (respectively)
- 1.3 Credit hours: vary

2. Current course grading system: A-F

3. Proposed course grading system: Pass/Fail

4. Rationale for revision of course grading system:

A review of a subset of our benchmark institutions failed to find any other institution that provided standard grades for thesis, specialist project, or dissertation hours.

5. Proposed term for implementation: Summer 2013

6. Dates of prior committee approvals:

Graduate Council

December 12, 2012

University Senate

Attachment: Course Inventory Forms

**College of Health and Human Services
Department of Public Health
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person(s): Dr. Cecilia Watkins, cecilia.watkins@wku.edu, 270-745-4796
Dr. Gary English, gary.english@wku.edu, 270-745-2678

1. Identification of program:

- 1.1 Program title: Advanced Worksite Health Promotion
- 1.2 Required hours in program: 15 Hours
- 1.3 Special information: The graduate certificate in Advanced Worksite Health Promotion is designed to enhance the educational opportunities for graduate students and professionals in the field of health promotion at the worksite. This certificate will benefit individuals such as directors of wellness programs, human resource managers, occupational health and safety nurses, personnel directors, union personnel, upper-level management, safety department personnel, providers of health care services insurance, other industry professionals and employees serving in health, wellness and occupational health & safety roles. A state-wide survey was conducted in October 2012 to evaluate the interest of a certificate to worksite health promotion professionals. The results are on page 5 of this proposal.
- 1.4 Catalog description: The graduate certificate program in Advanced Worksite Health Promotion will provide training for students and professionals who have an interest in developing worksite health promotion programs in the workplace. This certificate program will provide a comprehensive skill base for assessment, planning, implementation and evaluation of health promotion programs in a worksite environment, effective communication techniques and a basic understanding of workplace hazards. The required courses are: PH 502 Health Promotion in the Workplace, PH 575 Health Education/Promotion Program Planning, PH 587 Health Behavior, COMM 523 Health Communications, and PH 469G Critical Issues in Health and Safety.

2. Objectives of the proposed certificate program:

- Design theory-based worksite health promotion program, with evidence-based programming which will encompass all aspects of program planning, including program assessment, implementation and evaluation.
- Manage a worksite health promotion program, including personnel supervision and the most effective program structure, tailored to the specific workplace.
- Illustrate a “healthy culture” and supportive environment within the workplace.
- Demonstrate marketing strategies for health promotion programs within the workplace.
- Utilize effective communication techniques with employees and employers, including conflict resolution.
- Design and adhere to best practices promoting health and safety, including participatory approaches to hazard detection.

3. Rationale:

- 3.1 Reasons for developing the proposed certificate program:
 - Provide worksites with professionals that are educated in science-based, best practice planning methodology.
 - Creates opportunities for graduate students and other professionals already in the worksite health promotion field to increase their marketability in the workplace.
 - Allows students an additional professional option within the Department of Public Health.
 - Creates an opportunity for students working toward a career in different disciplines to have training in health promotion and protection.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:
- A minor is offered in Worksite Health Promotion in the Department of Public Health.
 - An undergraduate worksite health promotion certificate is offered through the Department of Public Health.
 - A graduate certificate in Environmental Health & Safety is offered through the Department of Public Health.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:
- No related graduate certificate is offered at Western Kentucky University.
- 3.4 Projected enrollment in the proposed certificate program:
- This program will be operated with the support of Independent Learning and DELO.
 - An annual enrollment of 15-20 new students is expected based on industry demand.
 - Target 10% annual increase once program matures.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- A Worksite Health Promotion Certificate is offered by East Carolina University. This program is a graduate certificate. This program requires 12 credit hours.
 - University of Southern Indiana offers an interactive internet certificate program, which is a ten-week, 60-hour continuing education program.
 - University of North Carolina, Chapel Hill offers a Worksite Health Promotion Certificate. This is a graduate certificate. This program requires 15 credit hours.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:
- In accordance with the Western Kentucky University Mission, the graduate certificate in Advanced Worksite Health Promotion will prepare individuals in a global society as an effective workforce that is concerned with the health, wellness, and safety of individuals in the workplace.
 - Lifelong learning opportunities will be created for place bound workers through online offerings of the graduate certificate.
 - Graduate students and professionals will contribute to designing a healthy and safe workplace through education, awareness and establishing a “healthy culture” within the work environment.

4. Curriculum:

- **PH 502 Health Promotion in the Workplace.** Provides specific skills and concepts for worksite health promotion as it pertains to designing, implementing, and evaluating multifaceted health promotion programs in the workplace. Additional skills acquired in this course include financial and marketing strategies, policy development, and effective communication between employer and employee.
 - 3 Hours
- **PH 575 Health Education/Promotion Program Planning.** An overview of the public health education program planning process. Assessment of educational needs at the community, institutional, and individual levels. Steps involved in planning, implementing, and evaluating health education programs to promote positive health practices in a variety of settings.
 - 3 Hours
- **PH 587 Health Behavior.** Models of positive health within the individual’s lifestyle. Includes types of illnesses and factors influencing health behavior.
 - 3 Hours
- **COMM 523 Health Communication.** An examination of the role communication plays in the delivery of health care. Focus is on provider-patient relationships, other providers of care, health communication campaigns, health behavior change, and within health care contexts.

- 3 Hours

- **PH 469G Critical Issues in Health and Safety.** Research and discussion of specific local, national, and world-wide health and safety problems.

- 3 Hours

- Total: 15 credit hours required.

5. **Budget implications:** Support for the certificate will be provided by Independent Learning and DELO. Courses are currently taught by existing full time faculty members on a regular basis; part time faculty will be used as needed. Also, the certificate will create opportunities for collaboration with faculty from other departments that have expertise in health, wellness, occupational health and safety, and communications.

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

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

Public Health Department:	November 12, 2012
CHHS Graduate Curriculum Committee	<u>11/19/2012</u>
Graduate Council	<u>12/13/12</u>
University Senate	_____
Board of Regents	_____

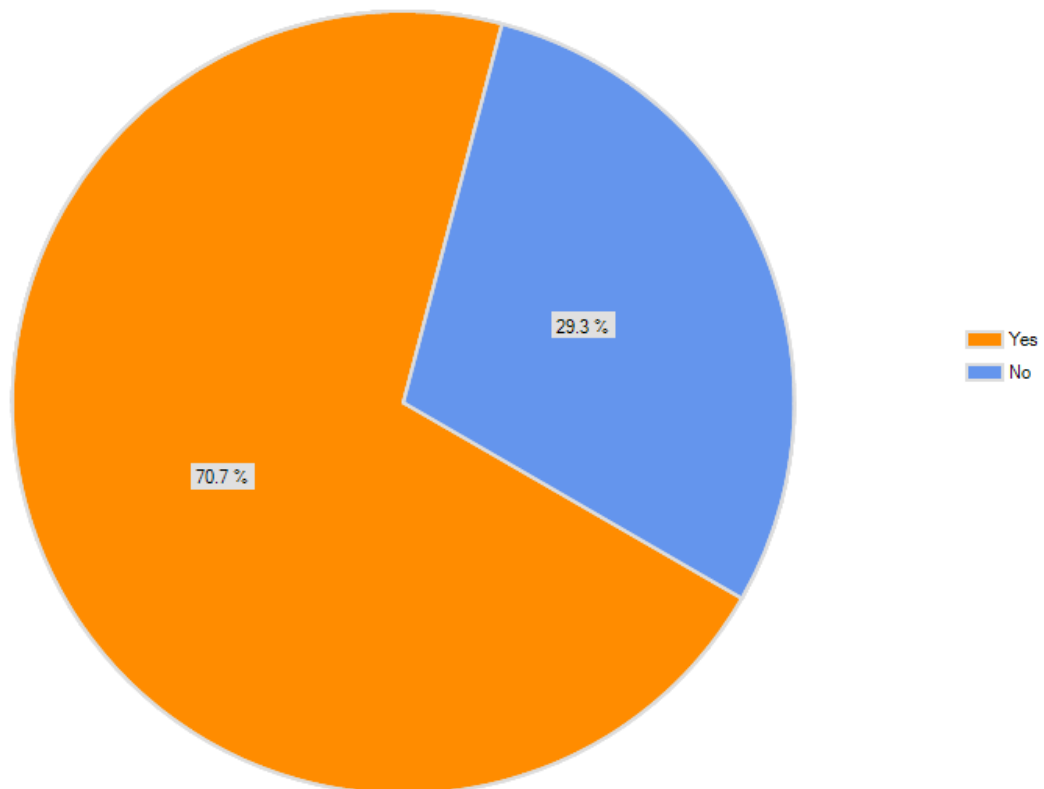
Attachment: Interest Survey

A survey was conducted October 2012 throughout the state of Kentucky on The Partnership for a Fit Kentucky's website to review the interest in a graduate certificate in Advanced Worksite Health Promotion. The skills of program planning, evaluation, health communication, policy, financial strategies and marketing were addressed. Out of an estimated 80 worksites, 41 worksites answered the survey with the following results:

Yes – 70.7%

No – 29.3%

Would you be interested in an online graduate worksite health promotion certificate which would teach the previously mentioned skills?



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

Contact Person: Julia Link Roberts, Ed.D., julia.roberts@wku.edu, 5.6323

1. Identification of program:

- 1.1 Program title: Gifted Education and Talent Development
- 1.2 Degree Type: Master of Arts in Education (MAE)
- 1.3 Classification of Instructional Program Code (CIP): 13.1044
- 1.4 Required hours in proposed major program: 30-37
- 1.5 Special information: The MAE in Gifted Education and Talent Development comprises two concentrations. One concentration, Advanced Certification for Teacher Leaders, is designed for educators who seek gifted endorsement as they obtain teacher certification beyond the initial level. Those who complete this concentration will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements. The second concentration, Advanced Research Focus, is designed for candidates with and without a teaching certificate who are pursuing graduate work in gifted education and talent development. This concentration will not lead to a Rank II in Kentucky.
The program prepares candidates for teaching in elementary, middle, or high school settings, for teaching in postsecondary settings, for continuing graduate work toward a doctorate in gifted education and talent development, and for other careers that involve a strong background in gifted education and talent development.
- 1.6 Program admission requirements: Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.

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

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

WKU Graduate Admission

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

Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

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

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

Applicants must meet the following:

- Submit a qualifying GAP score of 550 or higher [$GAP = (GRE-V \text{ score} + GRE-Q) \text{ added to } + (\text{Undergraduate GPA} \times 100)$] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher. Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE.

Students who took the GRE between 2002 and August 2011 must submit a qualifying GAP score of 2200 or higher [$GAP = (GRE-V + GRE-Q) \times \text{Undergraduate GPA}$] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher.

Students who took the GRE prior to 2002 must submit a qualifying GAP score of 3500 or higher [$GAP = (GRE-V + GRE-Q + GRE-A) \times \text{Undergraduate GPA}$], and document an undergraduate GPA of 3.0 or higher.

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

The MAE in Gifted Education and Talent Development prepares professionals with expertise about children and youth with gifts and talents. One concentration for the MAE in Gifted Education and Talent Development is designed to provide Advanced Certification for Teacher Leaders who can positively impact student learning in their classrooms, schools, and districts. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. Those who complete this concentration will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements. The second concentration, Advanced Research Focus, is planned for educators and non-educators seeking advanced coursework in gifted education and talent development. This concentration will not lead to a Rank II in Kentucky. The MAE in Gifted Education and Talent Development prepares candidates for teaching in elementary, middle, or high school settings, for teaching in postsecondary settings, for continuing graduate work toward a doctorate in gifted education and talent development, and for other careers that involve a strong background in gifted education and talent development.

Program graduates will possess the following competencies. They will:

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

- be able to collaborate with families, other educators, and related service providers to ensure learning and well-being of children and young people with gifts and talents.

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

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

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

WKU Graduate Admission

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

Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

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

Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

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

Applicants must meet the following:

- Submit a qualifying GAP score of 550 or higher [$GAP = (GRE-V \text{ score} + GRE-Q) \text{ added to } + (\text{Undergraduate GPA} \times 100)$] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher. Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE.

Students who took the GRE between 2002 and August 2011 must submit a qualifying GAP score of 2200 or higher [$GAP = (GRE-V+GRE-Q) \times \text{Undergraduate GPA}$] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher.

Students who took the GRE prior to 2002 must submit a qualifying GAP score of 3500 or higher [$GAP = (GRE-V + GRE-Q + GRE-A) \times \text{Undergraduate GPA}$], and document an undergraduate GPA of 3.0 or higher.

Program description:

Curriculum for Advanced Certification for Teacher Leaders Concentration:

While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some of the TCHL courses, plus courses in gifted and talented

education. All students must either complete TCHL 540, 544, 548, 550, 554, and 558, or pass proficiency evaluations for these courses. TCHL 500 and 560 and the program core courses are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

Advanced Certification for Teacher Leaders
Core Gifted Education Component --15 hours

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)
GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)
GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)***
GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)***
PSY 432G Psychology of the Gifted and Creative (3 hours)

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

TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized Testing (1 hour)
TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Practicum – 3 hours

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

Electives – 0-6 hours

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

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

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

Program Completion Requirements:

Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor. Candidates must have at least a 3.0 GPA overall and in program coursework.

Curriculum for Advanced Research Focus Concentration

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

Core Gifted Education Component -- 15 hours

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)
GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)
GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)***
GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)***
PSY 432G Psychology of the Gifted and Creative (3 hours)

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

EDFN 500 Research Methods or equivalent, approved by advisory committee (3 hours)
GTE 636 Issues in Gifted and Talented Education (3 hours)***
GTE 637 Seminar in Gifted and Talented Education (3 hours)***
EDU 599 Thesis Research and Writing (6 hours)

Elective – 0-3

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

Total Program Hours: 30-33

***New courses proposed.

Program Completion Requirements:

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

2. Rationale:

2.1 Reason for developing the proposed major program: There are needs among educators to develop expertise in gifted education and talent development and for improved services for children with gifts and talents. Gifted children have constituted a category of exceptional children in Kentucky since 1990 and the passage of the Kentucky Education Reform Act (KRS 157.200). National reports call for the development of gifts and talents among children and youth in the U.S. *Mind the (Other) Gap* (2010) described the excellence gap in the U.S. It cited the low percentages among children reaching advanced levels of achievement and highlighted that not enough children in any of the gap groups (using NAEP data) reach the advanced level to make a percentage of the school-age population. A report by the Jack Kent Cooke Foundation entitled *achievementtrap* (2007) described students from low-income families who enter school in the upper quartile, but high numbers of them drop from that quartile each year they are in school. The National Science Board released *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* (2010). "Efforts to raise the educational achievement for all students must not only be continued in earnest, but accelerated. However, to reach true equality of opportunity, and to ensure that potential does not go unrealized, we must not overlook the educational needs of our Nation's most talented and motivated students. Too often, U.S. students with tremendous potential to become our future innovators go unrecognized and undeveloped. The dual goals of raising the floor of base-level performance and elevating the ceiling for achievement are not mutually exclusive (p. 10)." The National Science Board issued the report *Rising Above the Gathering Storm* (2007). One of the recommendations is to "Make the United States the most attractive setting in which to study and perform research so that we can develop, recruit, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world."

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

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

Furthermore, Western Kentucky University is the ideal place to offer the MAE in Gifted Education and Talent Development. The twelve-graduate-hour sequence leading to Gifted Endorsement has been offered at WKU each year since 1984 when the endorsement was first required of educators working with gifted students in Kentucky. The Center for Gifted Studies celebrated its 30th year in 2011, and it offers programming for children and youth with gifts and talents, their educators, and parents. It is one of the major centers in gifted education in the United States. The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) was the Duke Talent Identification Program's first cooperative program, and it brings approximately 240 7th-10th graders to campus for three weeks each summer. These students come from across the country as well as internationally. The Summer Camp for Academically Talented Middle School Students (SCATS) will be offered for the 30th year in 2012, and approximately 220 6th – 8th graders will come to campus for two weeks of learning. The Center offers one of the largest Advanced Placement institutes in the country, and 2012 will mark the 29th summer for the WKU Advanced Placement Summer Institute. The Center for Gifted Studies was instrumental in creating the Carol Martin Gatton Academy of Mathematics and Science in Kentucky and in having the Gatton Academy located on the WKU campus. In 2012, *Newsweek* named the Gatton Academy the number one public high school in the country. Schneider Hall is the home to The Center for Gifted Studies and the Gatton Academy. The Kentucky Association for Gifted Education has been housed in The Center for Gifted Studies for 20 years. In January 2011, the international headquarters of the World Council for Gifted and Talented Education relocated to WKU.

References

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

- 2.2 Projected enrollment in the proposed major program: It is estimated that 20-25 new students will be admitted each year. This estimate is based on the number of graduate students who currently enroll in the gifted endorsement program annually. Forty-one teachers were recommended for the gifted endorsement at WKU from 2010 to 2011. The TELL Survey (2011) reported that 53% of Kentucky teachers self-report that they need to know more about how to effectively teach children with gifts and talents. In addition, informal contacts suggest that some prospective students for the Advanced Research Focus concentration will come from outside of professional education. Among these will be individuals who plan to pursue doctoral studies in educational psychology and other fields in which expertise related to gifted and talented youths is relevant and necessary.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: Since the gifted education endorsement program was established in Kentucky in 1984, Western Kentucky

University has offered the sequence of 12 graduate hours annually, the only Kentucky institution of higher education to do so. The proposed master's program will include the courses offered for the gifted endorsement program and build on that foundation by extending graduate course work in gifted education and talent development and offering two concentrations leading to the MAE in Gifted Education and Talent Development. The concentration for Advanced Certification for Teacher Leaders will share professional education core courses with other WKU Teacher Leader programs. The MAE in Gifted Education and Talent Development for Teacher Leaders will include offerings in the current Teacher Leader master's degree programs and extend the area of specialization to gifted education in the Advanced Certification for Teacher Leaders. Courses in the core for Teacher Leadership include TCHL 500, Foundations of Teacher Leadership, TCHL 540, Classroom Instruction: Instructional Strategies (1 hour), TCHL 544, Classroom Instruction: Equitable School and Community Partnerships (1 hour), TCHL 548, Classroom Instruction: Managing the Learning Environment (1 hour), TCHL 550, Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554, Student Assessment II: Standardized Testing (1 hour); TCHL 558, Student Assessment III: Classroom Tests and Instruments (2 hours), and TCHL 560, Action Research Capstone for Teacher Leaders (3 hours). The second concentration, Advanced Research Focus, will provide courses in gifted education to extend the student's knowledge and experience in gifted education and talent development with a focus on research.

- 2.4 Relationship of the proposed major program to other university programs: The Professional Education Core of 6-13 hours in the Advanced Certification for Teacher Leaders concentration is aligned with the framework of the Professional Education Core in the Teacher Leader programs outside of the School of Teacher Education which require 9-16 hours. That is, all graduate programs that lead to the Teacher Leader endorsement have a common core of professional education course work with the exception of GTE 537 which meets the framework's learning outcomes for TCHL 530. Examples of other programs that share Teacher Leader professional education courses are the MAEs in Art Education for Teacher Leaders and Biology Education for Teacher Leaders.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states: Other public universities in Kentucky offer the gifted education endorsement within their teacher leadership programs; these include Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University (which also has a special topics class of 3-6 hours in the catalog that could focus on gifted education), and the University of Louisville. No other Kentucky university currently offers more than the 12 hours of coursework required for the gifted endorsement program in a master's degree program. Ball State University, a benchmark university in Indiana, offers a certificate program (endorsement), a master's degree, and a Ph.D. in gifted education. Other universities offering advanced degrees in gifted education include the University of Georgia, the University of Missouri, Purdue University, the College of William & Mary, Texas A & M University, and the University of Connecticut. The proposed MAE in Gifted Education and Talent Development will have similar course work to that offered in the master's degree programs in gifted education offered at the out-of-state universities listed here.
- 2.6 Relationship of the proposed major program to the university mission and objectives: Western Kentucky University provides research, service, and lifelong learning opportunities for its constituents. This program will prepare educators to provide services for children and young people who are gifted and talented. The MAE in Gifted Education and Talent Development has two concentrations and will prepare professional educators and others to work with high-ability children to develop skills, enhance knowledge, and encourage an innovative spirit needed for success in postsecondary opportunities and the development of lifelong learners.

3. Objectives of the proposed major program:

At the conclusion of the program, students will:

- demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues.
- demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs.

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

4. **Program description:**

Curriculum for Advanced Certification for Teacher Leaders Concentration:

While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some of the TCHL courses, plus courses in gifted and talented education. All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500 and 560 and the program core courses are required for all students and there are no proficiency evaluations that may be submitted for these courses.

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

Advanced Certification for Teacher Leaders Concentration

Core Gifted Education Component—15 hours

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

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

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

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

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

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

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Practicum – 3 hours

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

Elective Courses – 0-6 hours

Up to 6 hours may be selected with advisor approval.

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

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

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

Program Completion Requirements:

Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor. Candidates must have at least a 3.0 GPA overall and in program coursework.

Curriculum for the Advanced Research Focus Concentration:

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

Curriculum for Advanced Research Focus Concentration

Core Gifted Education Component -- 15 hours

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

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

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

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

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

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

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

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

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

EDU 599 Thesis Research and Writing (6 hours)

Elective – 0-3

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

Total Program Hours: 30-33

***New courses proposed.

Program Completion Requirements:

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

- 4.2 Accreditation, certification, approval, and/or licensure: Western Kentucky University's initial and advanced preparation programs in professional education are approved by the National Council for Accreditation of Teacher Education and by Kentucky's Education Professional Standards Board. In addition, the proposed program is designed to meet the National Association for Gifted Children/Council for Exceptional Children Teacher Knowledge and Skill Standards for Gifted and Talented Education. Candidates must earn a qualifying score on the Praxis II in Gifted Education to qualify for the endorsement in gifted education, a requirement of the Education Professional Standards Board.
- 4.3 Program delivery: In general, coursework in the program will be delivered online, with some courses also offered on the main campus. Completion of GTE 538 *Practicum for Teachers of Gifted Students* may require students to enroll on the main campus in a summer session.

5. Resources:

- 5.1 Faculty: Julia Link Roberts, Ed.D.; Janet Tassell, Ph.D.; Nielsen Pereira, Ph.D.; Judy Davison, Ph.D.
- Julia Link Roberts**, Mahurin Professor of Gifted Studies, is Executive Director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky. She is actively involved in the leadership of the National Association for Gifted Children, the Council for Exceptional Children/The Association for the Gifted, the World Council for Gifted and Talented Children, and the Kentucky Association for Gifted Education. She has published five books and numerous articles and columns and has directed \$6 million in grants. She is a speaker at state, national, and international conferences. Dr. Roberts earned the Ed.D. at Oklahoma State University.
- Janet Lynne Tassell** earned the PhD from Indiana University in Curriculum and Instruction with a major in mathematics education and a minor in gifted education. She has provided professional development courses in gifted education, consulted for school districts regarding identification and programming, and speaks at state and national conferences to educators and parent groups regarding STEM discipline issues in gifted education. Currently, she serves as the professional development director for WKU and Warren County Public Schools collaborative initiative -- Project GEMS (Gifted Education in Math and Science).
- Nielsen Pereira** received the Ph.D. in Educational Psychology from Purdue University with a specialization in gifted and talented education and applied measurement and research methods as a secondary area of specialization. He is an Assistant Professor at Western Kentucky University where he teaches courses related to gifted education, research methods, and multicultural education. He was coordinator of student programs for the Gifted Education Resource Institute at Purdue University. He has presented in national and international conferences and has published in peer-reviewed journals in the United States and in Brazil.
- Judy Davison** has a MAE degree in gifted education and an Ed.D. in curriculum and instruction from the University of Northern Iowa. She is an Associate Professor in the School of Teacher Education at Western Kentucky University. Prior to coming to WKU, she was Assistant Professor and Director of the MAE in gifted education programs at Emporia State University and University of Alabama. She has presented and published nationally and internationally on issues related to gifted education.

Present faculty resources are adequate to support the proposed master's program. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. The position was advertised and filled by Dr. Nielsen Pereira. Dr. Janet Tassell has worked on a grant in gifted education for a quarter of her time for four years and that grant will end this year, so she will be available for one of the courses. The gifted endorsement program will continue to be offered annually, while the four new courses will be offered every other year or annually if the need warrants. In addition, there are part-time faculty with terminal degrees and expertise in gifted education who could teach gifted education courses. One other consideration is that the old master's degree program is concluding at the end of the 2012 fall semester which will change the courses offered in elementary, middle, and secondary education.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): The University has access to the databases that offer access to the major journals in the field of gifted education. Present resources are adequate to support the proposed program.

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

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

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

School of Teacher Education: 04/06/2012

CEB Curriculum Committee 10/30/2012

Contact with Office of Academic Affairs
re: CPE Posting 10/31/2012

Professional Education Council 11/14/2012

Graduate Council 12/13/2012

University Senate _____

**College of Health and Human Services
Department of Public Health
Proposal to Revise A Program
(Action Item)**

Contact Person: Darlene L. Shearer, Darlene.shearer@wku.edu , 270-745-5868

1. Identification of program:

- 1.1 Current program reference number: 152
- 1.2 Current program title: Master of Public Health
- 1.3 Credit hours: 42

2. Identification of the proposed program changes: Program specific admission criteria (detailed below)

1. Detailed program description:

Current Admission Requirements	New Admission Requirements
1. Completion of a baccalaureate degree from an accredited institution or its equivalent	1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. At least an undergraduate minor in health, or previous education in the sciences basic to health	2. At least an undergraduate minor in health, or previous education in the sciences basic to health
3. A minimum GAP score (product of applicant's undergrad GPA and the GRE general test score) of 2200	<p>3. A minimum GAP score of 593 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)]</p> <p>Students who took the GRE between 2002 and August 2011 must submit a minimum GAP score of 2200 [GAP = (GRE-V+GRE-Q) x Undergraduate GPA].</p> <p>Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE-V + GRE-Q + GRE-A) x Undergraduate GPA].</p>
4. A recommended GPA of 3.0 on a 4.0 scale	4. A recommended GPA of 3.0 on a 4.0 scale
5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; or minimum of 79 on the Internet-based TOEFL (IBL);	5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; or minimum of 79 on the Internet-based TOEFL (IBL);
6. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill <u>one</u> of the following conditions: <ul style="list-style-type: none"> • GRE of at least 1000; or • cumulative GPA of at least 3.2 on a 4.0 scale from a US accredited university 	<p>6. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill <u>one</u> of the following conditions:</p> <ul style="list-style-type: none"> • GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for analytical writing score • cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university
7. Submission of: <ul style="list-style-type: none"> • a written statement of purpose • a resume • 2 letters of academic reference 	7. Submission of: <ul style="list-style-type: none"> • a written statement of purpose • a resume • 2 letters of academic reference

4. Rationale for the proposed program change:

4.1 The change in GAP score requirement reflects changes in calculation per guidelines of Graduate Studies for GRE tests taken after August, 2011 (GRE₃).
 $V=145, Q=148 (V + Q) + (\text{minimum undergraduate GPA } 3.0 \times 100) = \text{GAP of } 593$

4.2 The changes in the GRE minimum requirements reflect changes in the GRE test taken after August, 2011. Using concordance information and equivalent percentile rankings from the older GRE, the MPH Program decided to maintain similar percentile rankings in the new GRE. Hence the minimum verbal score of 145 (percentile ranking of 24) is similar to the older GRE verbal score of 380 and its percentile ranking; the minimum quantitative verbal score of 148 (percentile ranking of 35) is similar to the previous quantitative score of 600 and its percentile ranking. The minimal analytical writing score of 3.5 (percentile ranking of 30) remains unchanged.

5. Proposed term for implementation and special provisions: Fall 2013

6. Dates of prior committee approvals:

MPH Program Committee: 11/12/2012

CHHS Graduate Curriculum Committee 12/3/12

Graduate Council 12/13/2012

University Senate _____

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

Contact Person: Claus Ernst; e-mail: claus.ernst@wku.edu; Phone: 745-6224

1. Identification of program:

- 1.1 Reference Number: 085
- 1.2 Current Program Title: Master of Science in Mathematics
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

There are only two proposed changes:

- 1. A change of the admission requirements for the program using the new GRE scoring system and the new system adopted for the GAP score.
- 2. Adding a new course Graduate Seminar that can serve as research tool courses in the program to better prepare our students to write a thesis.

3. Detailed program description:

Current Program	Proposed Program
<p>The M.S. (general option) requires traditional courses in analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science.</p> <p>Each option for the M.S. in Mathematics requires a minimum of 30 hours of graduate-level coursework.</p>	<p>The M.S. (general option) requires traditional courses in analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science.</p> <p>Each option for the M.S. in Mathematics requires a minimum of 30 hours of graduate-level coursework.</p>
General option:	General option:
<p>The following are required:</p> <p>(1) Algebra: MATH 417G Analysis: MATH 431G Topology: MATH 439G</p> <p>If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics</p>	<p>The following courses are required:</p> <p>(1) Algebra: MATH 417G Analysis: MATH 431G Topology: MATH 439G</p> <p>If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics</p>

Department graduate advisor.	Department graduate advisor.
(2) An applied Mathematics course selected from MATH 529, 531, 535, 536, 540, 541, 542, 550, 570, STAT 549, or as approved by the Departmental Graduate Committee	(2) An applied Mathematics course selected from MATH 529, 531, 535, 536, 540, 541, 542, 550, 570, STAT 549, or as approved by the Departmental Graduate Committee
(3) MATH 532	(3) MATH 532
(4) One of the following two-course sequences: MATH 417G-517, 439G-539, 450G-550, 435G-535, 470G-570, 529-540, 435G-531, 535-536; 405G-406G can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).	(4) One of the following two-course sequences: MATH 417G-517, 439G-539, 450G-550, 435G-535, 470G-570, 529-540, 435G-531, 535-536; 405G-406G can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).
Students who choose to write a thesis are required to complete 6 hours of MATH 599 - Thesis Research and Writing and to give an oral defense of the thesis.	Students who choose to write a thesis are required to complete 6 hours of MATH 599 - Thesis Research and Writing and to give an oral defense of the thesis.
The remaining mathematics courses in the student's program must be chosen from MATH 405G, 406G, 415G, 423G, 435G, 450G, 470G, 504, 517, 523, 529, 531, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590 or STAT 549.	The remaining mathematics courses in the student's program must be chosen from MATH 405G, 406G, 415G, 423G, 435G, 450G, 470G, 504, 517, 523, 529, 531, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590 or STAT 549.
A maximum of 12 hours at the 400G-level may be included in the entire program.	A maximum of 12 hours at the 400G-level may be included in the entire program.
A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor.	A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below: a) Taking the MATH 598 Graduate Seminar (1.5 cr hr each) for two semesters. b) Courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate or 400 level computer science course pre-approved by the student's graduate advisor will be accepted. However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course. c) Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica) by taking a course. The research tool cannot be taking during the last semester.
In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system.	In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system.

A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field.	A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field.
Comprehensive exams are required.	Comprehensive exams are required.
Admission may be granted to a student having at most one deficiency in the undergraduate courses listed in Item 2.	Admission may be granted to a student having at most one deficiency in the undergraduate courses listed in Item 2.
<i>Admission Requirements for general option for the M.S. in Mathematics</i>	<i>Admission Requirements for general option for the M.S. in Mathematics</i>
(1) A GAP score of 3000.	<p>One of the following:</p> <p>(a) A minimum GAP score of 600. [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)]</p> <p>A minimum GAP score of 3000 for students who took the GRE prior to August 2011. [GAP = (GRE-V+GRE-Q) x Undergraduate GPA]</p> <p>*Students who took the GRE prior to 2002 should contact the graduate advisor of the program.</p> <p>(b) A GRE score of at least 300 Note that for the above two options WKU requires a minimum score of 139 for both the verbal and the quantitative parts on the GRE.</p> <p>(c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p>
(2) Completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus; (b) linear algebra; (c) discrete mathematics; (d) an applied mathematics course (e.g. differential equations, probability, calculus-based statistics, numerical analysis); (e) abstract algebra.	(2) Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics (d) a one year sequence of programming courses; (e) A B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics.
(3) A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (i) all mathematics courses that are applicable to the undergraduate mathematics major; or (ii) courses specified in (b) through (e) of Item 2 above.	(3) A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (i) all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above; or (ii) all courses in the major listed in (e) of Item 2 above.
Computational option:	Computational option:
The following are required: MATH/CS 405G Numerical Analysis I MATH 406G Numerical Analysis II	The following courses are required: MATH/CS 405G Numerical Analysis I MATH 406G Numerical Analysis II

STAT 549 Statistical Methods I MATH 470G Introduction to Operations Research CS 549 Algorithms Analysis	STAT 549 Statistical Methods I MATH 470G Introduction to Operations Research CS 549 Algorithms Analysis
At least two courses from the list below are required: CS 562 Parallel and Distributed Computing CS 565 Data Mining Techniques and Tools CS 595 Advanced Topics in computer science (with permission of advisor, i.e. depending what the topic of the course will be)	At least two courses from the list below are required: CS 562 Parallel and Distributed Computing CS 565 Data Mining Techniques and Tools CS 595 Advanced Topics in computer science (with permission of advisor, i.e. depending what the topic of the course will be)
The remaining courses will be chosen from the list below: MATH 431G Intermediate Analysis I MATH 541 Graph Theory MATH 570 Topics in Operations Research MATH 504 Computer Applications to Problems in Mathematics MATH 540 Stochastic Processes MATH 542 Advanced Topics in Discrete Mathematics MATH 590 Advanced Topics in Mathematics (with permission of advisor, i.e. depending what the topic of the course will be.)	The remaining courses will be chosen from the list below: MATH 431G Intermediate Analysis I MATH 541 Graph Theory MATH 570 Topics in Operations Research MATH 504 Computer Applications to Problems in Mathematics MATH 540 Stochastic Processes MATH 542 Advanced Topics in Discrete Mathematics MATH 590 Advanced Topics in Mathematics (with permission of advisor, i.e. depending what the topic of the course will be.)
A maximum of 12 hours at the 400G-level may be included in the entire program.	A maximum of 12 hours at the 400G-level may be included in the entire program.
The research tool requirement is satisfied by the computer science classes.	The research tool requirement is satisfied by the computer science classes.
Comprehensive exams are required.	Comprehensive exams are required.
<i>Admission Requirements for the Computational Mathematics option for the M.S. in Mathematics</i>	<i>Admission Requirements for the Computational Mathematics option for the M.S. in Mathematics</i>
(1) A GAP score of 3000.	One of the following: (a) A minimum GAP score of 600. [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] A minimum GAP score of 3000 for students who took the GRE prior to August 2011. [GAP = (GRE-V+GRE-Q) x Undergraduate GPA] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program. (b) A GRE score of at least 300 Note that for the above two options WKU requires a minimum score of 139 for both the

	<p>verbal and the quantitative parts on the GRE.</p> <p>(c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p>
(2) Completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus; (b) linear algebra; (c) discrete mathematics; (d) an applied mathematics course (e.g. differential equations, probability, calculus-based statistics, numerical analysis); (e) abstract algebra.	(2) Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics (d) a one year sequence of programming courses; (e) A B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics.
(3) A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (i) all mathematics courses that are applicable to the undergraduate mathematics major; or (ii) courses specified in (b) through (e) of Item 2 above.	(3) A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (i) all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above; or (ii) all courses in the major listed in (e) of Item 2 above.
Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above.	Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above.

4. Rationale for the proposed program change:

The change of the admission requirements for the program is needed because of the new GRE scoring system and the new system adopted for the GAP score by WKU.

Students writing a thesis need skills with Latex-typesetting (almost all research journals in mathematics require this formatting.) The seminar will allow first year students to gain insight into what research areas are open to them and what topics the current second year students have chosen for their thesis. This will prepare students better for their own thesis work.

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

Spring 2013.

6. Dates of prior committee approvals:

Department of Mathematics:	<u>10/26/2012</u>
OCSE Graduate Committee	<u>11/16/2012</u>
Graduate Council	<u>12/13/12</u>
University Senate	_____
Provost	_____

**Office of Graduate Studies
Proposal to Revise a Course Grading System
(Action Item)**

Contact Person: Cynthia Houston, cynthia.houston@wku.edu, 270-745-6501

1. Identification of proposed policy revision:

Change grading policy for thesis, specialist project, and dissertation courses.

2. Catalog statement of existing policy:

Currently there is no specific statement of grading policy for thesis, specialist project, or dissertation hours in the graduate catalog.

3. Catalog statement of proposed policy:

All thesis, specialist project, and dissertation hours will use a Pass/Fail system. During the time that the thesis, specialist project, or dissertation is in progress but not yet completed, the director should submit a grade of IP. Upon completion of all requirements for the thesis the director should request that the grades of IP be changed to grades of P (Pass). If the thesis project is deemed to be of unacceptable quality by the thesis director, then the grades of IP should be changed to grades of F (Fail).

4. Rationale for proposed policy revision:

A review of a subset of our benchmark institutions failed to find any other institution that provided standard grades for thesis, specialist project, or dissertation hours.

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

This change in the grading system would impact programs currently using a letter grading system for their thesis, specialist project, and dissertation courses, which may affect the overall grade point averages of students in those programs.

6. Proposed term for implementation: Winter 2013

7. Dates of prior committee approvals:

Graduate Council	<u>11/8/12</u>
University Senate	_____
Provost	_____

**Office of Graduate Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Mark Doggett, mark.doggett@wku.edu, 270-745-6951

1. Identification of proposed policy revision:

Change maximum allowable hours for thesis and dissertation courses.

2. Catalog statement of existing policy:

The program of a student pursuing the master's thesis or specialist project must contain 6 hours of credit in 599-Thesis Research and Writing or in 699-Specialist Project. Students in the Doctor of Educational Leadership program must have 12 hours of credit in EDAD 799-Dissertation Research.

3. Catalog statement of proposed policy:

The program of a student pursuing the master's thesis or specialist project must contain **at least** 6 hours of credit in 599-Thesis Research and Writing or in 699-Specialist Project. Students pursuing the dissertation must have **at least** 9 hours of credit in 799-Dissertation Research. Individual programs may limit the number of thesis hours that can be applied to a program of study.

4. Rationale for proposed policy revision:

The current policy is ambiguous, but has been interpreted to mean that students can take *no more than* 6 hours of thesis. This limit is problematic for students who complete their required coursework but who have not yet finished the thesis.

Concerns have been raised that allowing more than 6 hours of thesis credits might inflate student grade point averages. A review of a subset of our benchmark institutions failed to find any other institution that provided standard grades for thesis hours. Thus, an additional policy that changes thesis and dissertation to a pass-fail grading should be considered before revising this policy.

In addition, at the majority of benchmark institutions, limits on the maximum number of thesis hours allowed in a program of study are provided at the program level.

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

No impact. Policy change is for clarification only.

6. Proposed term for implementation: Winter 2013

7. Dates of prior committee approvals:

Graduate Council 11/8/12

University Senate _____

Provost _____

**Office of Graduate Studies
Graduate Council Rules Committee
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Martin Stone, martin.stone@wku.edu, 5-5963

1. Identification of proposed policy revision: Allow graduate coursework to be applied to both the undergraduate and graduate degrees.

2. Catalog statement of existing policy:

With the concurrence of the student's undergraduate advisor, department head and dean, graduate coursework may be used to satisfy undergraduate degree requirements; however, graduate credit hours used to meet the requirements for a baccalaureate degree may not be used toward a graduate degree.

3. Catalog statement of proposed policy:

With the concurrence of the student's undergraduate advisor, department head and dean, graduate coursework may be used to satisfy undergraduate degree requirements; however, graduate credit hours used to meet the requirements for a baccalaureate degree may not be used toward a graduate degree, **unless the student is enrolled in an approved Joint Undergraduate-Master's Program. Within Joint Undergraduate-Masters Programs, up to 12 hours of graduate coursework that was used to satisfy undergraduate degree requirements may also be applied to graduate degree requirements.**

4. Rationale for proposed policy revision:

Joint Undergraduate-Master's Degree Programs (JUMP) provide an opportunity for academically outstanding students to complete an advanced degree. They also provide an opportunity for WKU to retain excellent students. Allowing these students to apply up to 12 hours of graduate coursework to both the undergraduate and graduate degrees provides greater flexibility in the creation of JUMP programs.

Such programs (also known as Accelerated Master's, Dual degree, or 3+2 programs) are increasingly common. Table 1 presents a representative selection of programs that allow "double-counting" of courses and shows the maximum number of hours that can be applied to both the undergraduate and graduate degrees.

Currently, WKU does allow the application of coursework from an advanced degree to the undergraduate degree (for example in the Pre-Dentistry and Pre-Veterinary Medicine programs). In addition, students earning a second master's degree from WKU may apply up to 12 hours of coursework that were also used to satisfy the degree requirements for the first master's degree. Allowing the application of up to 12 hours of coursework from the master's degree to the degree requirements for undergraduate degree seems quite consistent with these existing policies.

Table 1		
School	Max. # Hours	Website
Auburn	12	http://www.auburn.edu/academic/provost/undergrad_studies/uuac/advising_manual/majors.html
Clemson	12	http://www.clemson.edu/ces/bioe/prospective-students/undergraduate/bsms-combine.html
Eastern KY (proposal)	9	
George Mason	12	http://chss.gmu.edu/accelerated-masters
Georgia State University	9	http://www.gsu.edu/enrollment/dual_degree_programs.html
Houston	6	http://www.bauer.uh.edu/departments/accy/undergraduate/ppa/index.php
Kennesaw State University	9	http://www.kennesaw.edu/graduate/accelerated_degree.shtml
Missouri State	12	http://graduate.missouristate.edu/acceleratedprograms.htm
North Carolina State	12	http://www.ncsu.edu/grad/handbook/sections/3.12-abm-degree.html
Southern Methodist University	12	http://www.smu.edu/Lyle/Undergrad/ProspectiveStudents/Academics/UndergradAcceleratedProgram
U Mass-Lowell	6	http://www.uml.edu/catalog/graduate/degree_requirement/bachelors_masters.htm
U of Louisville	9	https://graduate.louisville.edu/copy_of_site-graduate/Programs/graduate-catalog/catalog_2003_program.pdf
UNC-Charlotte	12	http://graduateschool.uncc.edu/future-students/programs/early-entry-graduate-programs-0
University of New Hampshire	12	http://www.gradschool.unh.edu/am.php
UT Arlington	9	www.uta.edu/mse/fasttrack.pdf

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

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

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

Graduate Council	12/13/2012
University Senate	_____
Provost	_____