

# CEBS CURRICULUM COMMITTEE

3:00 pm – April 3, 2012

GRH 3073

- I. Approval of Minutes of the February 28, 2012 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

## II. New Business

### EDUCATIONAL ADMINISTRATION, LEADERSHIP AND RESEARCH

1. Revise Course Prerequisites/Corequisites – EDAD 706, Educational Leadership and Reform
2. Revise Course Prerequisites/Corequisites – EDAD 707, Educational leadership Policies and Politics
3. Revise Course Prerequisites/Corequisites – EDAD 708, Administration of Fiscal Resources in Districts and Systems

### MILITARY SCIENCE

1. Delete a Course – MIL 103, Advanced Mountaineering
2. Delete a Course – MIL 104, MIL PHYS Fitness Program
3. Delete a Course – MIL 403, Leadership Counseling

### SCHOOL OF TEACHER EDUCATION

1. Delete a Course – EXED 417G, Assess/Curr/FMD Studts I
2. Delete a Course – EXED 418G, Assess/Curr/FMD Studts II
3. Delete a Course – EXED 421, Spec Ed & The Law: Interpretation/Application
4. Delete a Course – EXED 430G, Diag Instru Plan Mild Disab
5. Revise a Program - current program reference number: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification. Current program title: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
6. New Course – ENVE 525, Educating for Sustainability

## III. Other Business

### From Psychology -

- Temporary Course – PSY 502, Teaching Psychology I (Information Only)
- Temporary Course – PSY 503, Teaching Psychology II (Information Only)
  
- Selection of 2012 CEBS Outstanding Graduate Student

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership, and Research (EALR)  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: William Schlinker, 745-6039, [william.schlinker@wku.edu](mailto:william.schlinker@wku.edu)

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDAD 706
- 1.2 Course title: Educational Leadership and Reform
- 1.3 Credit hours: 3

**2. Current prerequisite:** EDLD 700 – Orientation to Doctoral Studies and Professional Development

**3. Proposed prerequisite:** EDLD 702 – Educational Leadership Doctoral Program Orientation

**4. Rationale for the revision of prerequisite:** Because of the need for major revisions to the original Doctoral Orientation (EDLD 700), the Director and associated faculty of the Educational Leadership Doctoral Program determined that a new Orientation course (EDLD 702) should be created. The prerequisite change reflects the replacement of the old EDLD 700 course with the new EDLD 702 course.

**5. Effect on completion of major/minor sequence:** Not applicable

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

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

EALR Department	03/13/2012
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership, and Research (EALR)  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: William Schlinker, 745-6039, william.schlinker@wku.edu

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDAD 707
- 1.2 Course title: Educational Leadership Policies and Politics
- 1.3 Credit hours: 3

**2. Current prerequisite:** EDLD 700 – Orientation to Doctoral Studies and Professional Development

**3. Proposed prerequisite:** EDLD 702 – Educational Leadership Doctoral Program Orientation

**4. Rationale for the revision of prerequisite:** Because of the need for major revisions to the original Doctoral Orientation (EDLD 700), the Director and associated faculty of the Educational Leadership Doctoral Program determined that a new Orientation course (EDLD 702) should be created. The prerequisite change reflects the replacement of the old EDLD 700 course with the new EDLD 702 course.

**5. Effect on completion of major/minor sequence:** Not applicable

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

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

EALR Department	03/13/2012
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership, and Research (EALR)  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: William Schlinker, 745-6039, [william.schlinker@wku.edu](mailto:william.schlinker@wku.edu)

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDAD 708
- 1.2 Course title: Administration of Fiscal Resources in Districts and Systems
- 1.3 Credit hours: 3

**2. Current prerequisite:** EDLD 700 – Orientation to Doctoral Studies and Professional Development

**3. Proposed prerequisite:** EDLD 702 – Educational Leadership Doctoral Program Orientation

**4. Rationale for the revision of prerequisite:** Because of the need for major revisions to the original Doctoral Orientation (EDLD 700), the Director and associated faculty of the Educational Leadership Doctoral Program determined that a new Orientation course (EDLD 702) should be created. The prerequisite change reflects the replacement of the old EDLD 700 course with the new EDLD 702 course.

**5. Effect on completion of major/minor sequence:** Not applicable

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

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

EALR Department	03/13/2012
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Science  
Department of Military Science and Leadership  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: LTC Jason T. Caldwell, [Jason.Caldwell@wku.edu](mailto:Jason.Caldwell@wku.edu), 270-745-6049

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MIL 103
- 1.2 Course title: Advanced Mountaineering
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

This course is no longer part of the Military Science Minor (Ref# 420) or the Military Leadership Major (#733) curriculum. This course has not been offered by the Department of Military Science and Leadership since approximately 1999. The Department of Military Science and Leadership does not plan to offer this course in the future.

**3. Effect of course deletion on programs or other departments, if known:**

None

**4. Proposed term for implementation:**

Fall 2012

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

Military Science and Leadership	February 22, 2012
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Science  
Department of Military Science and Leadership  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: LTC Jason T. Caldwell, [Jason.Caldwell@wku.edu](mailto:Jason.Caldwell@wku.edu), 270-745-6049

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MIL 104
- 1.2 Course title: MIL PHYS Fitness Program
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

This course is no longer part of the Military Science Minor (Ref# 420) or the Military Leadership Major (#733) curriculum. This course has not been offered by the Department of Military Science and Leadership since approximately 1999. The Department of Military Science and Leadership does not plan to offer this course in the future.

**3. Effect of course deletion on programs or other departments, if known:**

None

**4. Proposed term for implementation:**

Fall 2012

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

Military Science and Leadership	February 22, 2012
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Science  
Department of Military Science and Leadership  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: LTC Jason T. Caldwell, [Jason.Caldwell@wku.edu](mailto:Jason.Caldwell@wku.edu), 270-745-6049

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MIL 403
- 1.2 Course title: Leadership Counseling
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

This course is no longer part of the Military Science Minor (Ref# 420) or the Military Leadership Major (#733) curriculum. This course has not been offered by the Department of Military Science and Leadership since approximately 1999. The Department of Military Science and Leadership does not plan to offer this course in the future.

**3. Effect of course deletion on programs or other departments, if known:**

None

**4. Proposed term for implementation:**

Fall 2012

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

Military Science and Leadership	February 22, 2012
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-4014

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EXED 417 G
- 1.2 Course title: Assess/Curr/FMD Studts I
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

The Exceptional Education program no longer offers "G" courses and has not offered EXED 417 G since 2009.

**3. Effect of course deletion on programs or other departments, if known:**

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

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

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

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**



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

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-4014

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EXED 418G
- 1.2 Course title: Assess/Curr/FMD Studts II
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

The Exceptional Education program no longer offers “G” courses and has not offered EXED 418 G since 2009.

**3. Effect of course deletion on programs or other departments, if known:**

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

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

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

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-4014

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EXED 421
- 1.2 Course title: Spec Ed & The Law: Interpretation/Application
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

The Exceptional Education program has not offered this course since prior to the program being revised in 2003 and will not be offered in the proposed undergraduate revision of the program currently in the approval process.

**3. Effect of course deletion on programs or other departments, if known:**

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

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

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

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-4014

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EXED 430 G
- 1.2 Course title: Diag Instr Plan Mild Disab
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

The Exceptional Education program no longer offers “G” courses and has not offered EXED 430 G since 2009.

**3. Effect of course deletion on programs or other departments, if known:**

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

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

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

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

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

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

**1. Identification of program:**

- 1.1 Current program reference number: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
- 1.2 Current program title: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
- 1.3 Credit hours: varies by program

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

- Modifies the field experience policy for all undergraduate and graduate programs leading to initial teacher certification.

**3. Detailed program description:**

<b>Current policy</b>	<b>Proposed policy</b>
<p>WKU <b>undergraduate</b> teacher preparation programs are designed to meet the University’s standards for baccalaureate degrees and the Kentucky standards for the designated teaching certificate. All <b>undergraduate</b> professional education programs require completion of field experiences in appropriate off-campus settings as well as student teaching. The number of required hours of field experiences varies by program; however, a minimum of <b>75</b> hours of off-campus field experience is required in professional education courses. In addition, all programs require one 16-week or two 8-week full-time student teaching placements, <b>totaling at least 430 hours</b>. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB test, a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.</p>	<p>WKU teacher preparation programs are designed to meet the University’s standards for baccalaureate degrees, <b>master’s degrees, and certification-only programs, as well as</b> the Kentucky standards for the designated teaching certificate. All professional education programs require completion of <b>a variety of diverse and focused</b> field experiences in appropriate off-campus <b>Primary-Grade 12 school</b> settings as well as student teaching <b>or equivalent experience</b>. The number of required hours of field experiences varies by program; however, a minimum of <b>200</b> hours of <b>approved</b> off-campus field experience is required in professional education courses <b>prior to the student teaching experience or equivalent</b>. <b>The candidate is responsible for documenting completed hours, date, and setting</b>. In addition, all programs require one 16-week or two 8-week full-time student teaching placements. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB <b>risk assessment</b>, a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.</p>

4. **Rationale for the proposed program change:** The proposed policy revision is needed to bring WKU's requirements into alignment with a new state regulation regarding field experience (clinical) hours. In addition, the policy is now made applicable to graduate as well as undergraduate programs leading to initial teacher certification. This addition is in response to a clarification from Kentucky's Education Professional Standards Board that candidates for initial certification at the graduate level must meet the same field experience and student teaching requirements as initial certification candidates at the baccalaureate level.

5. **Proposed term for implementation:** The proposed policy will apply to all students who begin student teaching assignments (or equivalent) beginning September 1, 2013. In most cases, the policy change will thus affect students approved for student teaching (or equivalent) assignments in the Spring, 2014 semester and thereafter.

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

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences  
School of Teacher Education  
Dept. of Curriculum and Instruction  
Proposal to Create a New Course**

Contact Person: Terry L. Wilson, terry.wilson@wku.edu, 745-4671

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ENVE 525
- 1.2 Course title: Educating for Sustainability
- 1.3 Abbreviated course title: Educating for Sustainability
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Designed for educators, the course introduces principles and practices of education for sustainability (EfS). Includes rationale, key concepts, plus tools for integrating EfS into curricula.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

Students and employers are demanding that the education sector take action to build a vision, tools, and capabilities for a sustainable future. This challenge brings new opportunities for educators to contribute to teaching and learning that shapes a sustainable future, at all levels and across the curriculum.

This course honors the current WKU Strategic Plan, which states that “education for sustainability is a core value” and WKU should be taking steps to integrate “themes of sustainability throughout the curriculum.” The goals of the course are also correlated to the NCATE-adopted standards developed by the North American Association for Environmental Education. The course can also be included in the graduate programs of teachers who are working on the environmental education endorsement from WKU.

The course is designed to introduce teachers to core principles, pedagogies, and resources for integrating EfS into classes at all levels and across the disciplines. It will build on effective models developed elsewhere and give teachers concrete tools to help them in integrating EfS into their classes. EfS equips students with knowledge, skills, understanding, attitudes, and values compatible with a sustainable society. It goes beyond the “green” agenda to raise awareness of the complexity and dynamism of issues. It builds capacity for collaboration and creativity in problem-solving, critical reflection and systemic and futures thinking, a trans-disciplinary orientation, and motivates action for sustainability.

- 2.2 Projected enrollment in the proposed course: 15 per offering. This course will be designated as an elective in the School of Teacher Education and recommended for students in the Environmental Education Endorsement certificate program.

Currently no courses in the School of Teacher Education focus specifically on EfS for teachers. The course will also be open to students from other graduate programs that want their students to be able to teach others about education for sustainability in formal, non-formal, and informal education.

- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course will add a new focus for electives within the School of Teacher Education. It will also enhance the other courses now offered as part of the in Environmental Education (EE) Endorsement. ENVE 520, Introduction to Environmental Education, is an introduction to the field of environmental education. ENVE 580, Instructional Strategies in Environmental Education, deals with general instructional strategies in the field. This course goes beyond EE to incorporate interrelated themes of economy, society, politics, and culture and provide an inquiry-based and action learning approach. No other course in the department offers this combined focus on teaching for EfS and action teaching.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Many departments offer courses relating to sustainability themes at WKU. These include ICSR 540, Community-Building for Sustainability, and GEOG 380, Global Sustainability. However, none are specifically designed to address EfS for teachers.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Although several universities in the Commonwealth of Kentucky offer graduate courses in environmental education as part of their EE endorsement programs, none offer a course specifically oriented toward EfS for teachers. It is anticipated that this course will be model for other institutions in Kentucky.

In 2009, the Washington Professional Educators Standards Board (PESB) approved a new Specialty Area Endorsement in Environmental and Sustainability Education (ESE) at Western Washington University. As a result, Western Washington now offers EDUC 497l, Introduction to Education for Sustainability, and EDUC 497m, Instructional Strategies in Education for Sustainability.

Webster University in St. Louis offers a Master's in Global Sustainability designed to prepare educators to teach global sustainability, and they offer EFGS 5000, Foundations: Education for Global Sustainability.

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

- 3.1 Course objectives: As a result of this course, students will be able to:
- Explain education for sustainability (EfS) as a 21<sup>st</sup> century literacy
  - Define key concepts and core competencies in EfS
  - Identify effective pedagogies for and teaching tools relevant to EfS
  - Explore challenges to integrating EfS in courses at any level and across the curriculum
  - Develop a customized approach and portfolio of materials to integrate EfS into one or more classes or for a nonformal or informal education setting
- 3.2 Content outline:
- a) What is EfS? History and national/international models
  - b) EfS competencies and evaluation criteria
  - c) Key EfS topics and tools
  - d) Teaching and learning pedagogies that work and why
  - e) Challenges to implementing EfS in formal, nonformal and informal education
  - f) Sample activities, local resources
  - g) Customizing your own classes and curriculum
- 3.3 Student expectations and requirements:

- a) Discussion prompts based on readings; students will be assigned readings from texts and given prompts to respond to directly and also to respond to other students comments
- b) Small group projects and in-class activities
- c) Participation in activities, discussion, and assessment activities to demonstrate skills and knowledge, and
- d) Customized portfolio of instructional materials

3.4 Tentative texts and course materials:

McKeown, R. (July 2002) *UNESCO Education for Sustainable Development Toolkit, Version 2.0*, available at [www.esdtoolkit.org/](http://www.esdtoolkit.org/) (free download)

Stone, M.K. and Barlow, A. (Eds.), (2005). *Ecological Literacy: Educating Our Children for a Sustainable World*. San Francisco, CA: Sierra Club Books.

Wheeler, K.A. and Bijur, A. P. (Eds.), (2000). *Education for a Sustainable Future: A Paradigm of Hope for the 21<sup>st</sup> Century*. New York: Kluwer Academic/Plenum Publishers.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: Course can be offered by current faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall, 2012

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

School of Teacher Education	___ March 15, 2012 ___
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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



**College of Education and Behavioral Sciences  
Department of Psychology  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Steven J. Haggbloom, [steven.haggbloom@wku.edu](mailto:steven.haggbloom@wku.edu), phone: 5-4427

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: PSY 502
- 1.2 Course title: Teaching Psychology I
- 1.3 Abbreviated course title: Teaching Psychology I
- 1.4 Credit and contact hours: One credit hour, two contact hours
- 1.5 Schedule type: Applied Learning
- 1.6 Prerequisites: Instructor permission
- 1.7 Course description: Best practices in the teaching of psychology. Emphasizes teaching Introduction to Psychology, Lifespan Developmental Psychology, and Research Methods Lab. For psychology graduate students who wish to be graduate teaching assistants and for part-time faculty.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: The course is being proposed as a temporary course in order to (a) obtain empirical data on graduate student interest in the course, and (b) provide some initial experience with course content to inform the proposal for a standing course.
- 2.2 Relationship of the proposed course to courses offered in other academic units: PSY 501: Issues in College Instruction Using the Internet has a broader instructional objective in that it is not limited to psychology and a narrower objective in that its focus is on teaching online. PSY 591 Internship in College Teaching is for graduate students concurrently teaching. COMM 510 Strategies for Teaching Speech Communication is a similar course designed to improve the teaching performance of COMM graduate assistants in teaching the basic public speaking courses. RELS 610 Teaching Practicum in Religious Studies is a course for graduate teaching assistant in Religious Studies to learn about curriculum design and pedagogy for courses in Religious Studies.

**3. Description of proposed course**

- 3.1 Course content outline
  - Weeks 1-5: Readings and discussion related to
    - Course planning and preparation
    - Syllabus construction
    - Student assessment
    - Student metacognitive skills
    - Instructional delivery, with an emphasis on recent applications of cognitive science to instructional practice and active learning strategies
    - Completion of the series of six FaCET BSCT Program workshops
    - Familiarization with University and Department policies related to teaching
    - Using instructional technology
  - Weeks 6-9:
    - Observations of PSY 100 and/or PSY 199 classes followed by critiques and discussion

- Reading and discussion of PSY 100 and PSY 199 content
- Preparation and delivery in class of short instructional modules followed by class critiques and discussion

Weeks 10-14:

- Preparation and delivery of an entire class period followed by critiques and discussion
- 3.2 Tentative text(s): No particular textbook will be required. Students will need an introductory and/or developmental psychology text, but any such text will suffice. Other reading will be taken from journals, especially *Teaching of Psychology*.

**4. Term of Implementation:** Fall 2012

**5. Staffing:** Because this is just a 1-credit hour course and only one section will be offered, and it initially will be part of the department head's teaching load, no additional staffing will be needed. Going forward, the Department of Psychology will be reducing the number of offerings of PSY 250 because it will no longer be offered for general education credit. In addition, the use of GTA's prepared by this course to be instructor of record for PSY 100, PSY 199, and PSY 211 will create additional flexibility to staff this course.

**6. Dates of review/approvals:**

Department of Psychology:	<u>February 10, 2012</u>
CEBS Curriculum Committee:	_____
CEBS Dean:	_____
Graduate Council:	_____
Provost:	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
Department of Psychology  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Steven J. Haggbloom, [steven.haggbloom@wku.edu](mailto:steven.haggbloom@wku.edu), phone: 5-4427

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: PSY 503
- 1.2 Course title: Teaching Psychology II
- 1.3 Abbreviated course title: Teaching Psychology II
- 1.4 Credit and contact hours: One credit hour, two contact hours
- 1.5 Schedule type: Applied Learning
- 1.6 Prerequisites: PSY 502 and instructor permission
- 1.7 Course description: Best practices in teaching psychology courses. Emphasizes teaching Introduction to Psychology, Lifespan Developmental Psychology, and Research Methods Lab. For psychology graduate students who wish to be graduate teaching assistants and for part-time faculty.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: The course is being proposed as a temporary course in order to (a) obtain empirical data on graduate student interest in the course, and (b) provide some initial experience with course content to inform the proposal for a standing course.
- 2.2 Relationship of the proposed course to courses offered in other academic units: PSY 501: Issues in College Instruction Using the Internet has a broader instructional objective in that it is not limited to psychology and a narrower objective in that its focus is on teaching online. PSY 591 Internship in College Teaching is for graduate students concurrently teaching. COMM 510 Strategies for Teaching Speech Communication is a similar course designed to improve the teaching performance of COMM graduate assistants in teaching the basic public speaking courses. RELS 610 Teaching Practicum in Religious Studies is a course for graduate teaching assistant in Religious Studies to learn about curriculum design and pedagogy for courses in Religious Studies.

**3. Description of proposed course**

- 3.1 Course content outline: This course will build on PSY 502 and will involve students preparing lectures, class activities, and assessments. Lectures will be delivered and critiqued both during class time and to real classes as permitted or needed by instructors of PSY 100 and PSY 199 classes. Assessments will be peer-evaluated in class.
- 3.2 Tentative text(s): No particular textbook will be required. Students will need an introductory and/or developmental psychology text, but any such text will suffice. Other reading will be taken from journals, especially *Teaching of Psychology*.

**4. Term of Implementation: Spring 2013**

- 5. Staffing:** Because this is just a 1-credit hour course and only one section will be offered, and it initially will be part of the department head's teaching load, no additional staffing will be needed. Going

forward, the Department of Psychology will be reducing the number of offerings of PSY 250 because it will no longer be offered for general education credit. In addition, the use of GTA's prepared by this course to be instructor of record for PSY 100, PSY 199, and PSY 211 will create additional flexibility to staff this course.

**6. Dates of review/approvals:**

Department of Psychology: February 10, 2012

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

CEBS Dean: \_\_\_\_\_

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

Provost: \_\_\_\_\_

**Attachment: Course Inventory Form**