

**AGENDA**  
**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – May 2, 2017**  
**GRH 3073**

I. Approval of Minutes of the March 7, 2017 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. Approval of Agenda of this May 2, 2017 CEBS Curriculum meeting

III. **New Business**

School of Teacher Education

1. Revise Course Prerequisites/Corequisites – LTCY 310, Early Reading, Language, and Literacy

Department of Psychology

1. Create a New Course – PSY 224, Psychological Development of the Gifted Across the Lifespan
2. Create a New Course – PSY 617, Becoming a Critical Consumer of Statistics in Psychology
3. Revise a Course – PSY 647, Addictions: Assessment, Diagnosis and Treatment Planning
4. Revise a Course – PSY 667, Counseling Substance Abusers & Their Families

IV. **Other Business**

**A.** Call for next year's committee representatives – we need representatives nominated and assigned for the 2017-2018 CEBS Curriculum Committee roster. Please send your new representative's name and contact information to Kristy Ketterman at [kristy.ketterman@wku.edu](mailto:kristy.ketterman@wku.edu).

**B.** New Graduate Curriculum Committee forms – for proposals that will need to go on to the Graduate Council Curriculum Committee and Graduate Council, the newly enforced forms must be used. Those forms may be accessed via their website at <http://www.wku.edu/gcc/>.

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

Contact Person: Nancy Hulan, [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu), 270-745-4324

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: LTCY 310
- 1.2 Course title: Early Reading, Language, and Literacy

**2. Current prerequisites/corequisites/special requirements:**

Prerequisites: IECE 321, IECE 322, IECE 323; or instructor permission  
Corequisites: SPED 422, IECE 325, IECE 326, IECE 493; or instructor permission

**3. Proposed prerequisites/corequisites/special requirements:**

Prerequisites: SPED 331 or instructor permission  
Corequisites: none

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

**6. Proposed term for implementation:** Fall 2017

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

Department/ Unit	04/14/2017
College Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Education and Behavior Sciences**  
**Psychology**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Antonia (Toni) Szymanski, [Antonia.szymanski@wku.edu](mailto:Antonia.szymanski@wku.edu) (270) 745-4937

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PSY 224
- 1.2 Course title: Psychological Development of the Gifted Across the Lifespan
- 1.3 Abbreviated course title: Gifted Psychological Develop  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no) no
- 1.5 Grade type: 1
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description:

This course focuses on theories and research on the psychological development of gifted individuals, gifted education, and research methods of the development of gifted persons. The course includes field experiences consisting of observations and interviews with gifted individuals at various developmental stages. Students will also learn about cultural and educational influences on gifted development.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Currently there are no courses offered that provide students an opportunity to learn about the development of gifted individuals. Future teachers, psychologists, social workers, and counselors increase their understanding of gifted individuals by learning about their psychological development and how various systems interact to influence their development. This course provides information on a segment of the population that these professionals will encounter and be responsible for serving. Further, there are few lower level courses that allow students a global experience. Strategic lessons and experiences will deepen students' understanding of psychological development as well as their global awareness. Further, as the world becomes more global it is critical that students understand how culture, environment, and systems influence development.
- 2.2 Projected enrollment in the proposed course: 10 students per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: This course could provide an extension to PSY/PSYS 220 and PSY 310 as it enhances the understanding of psychological development of a specific population. It could also prepare students for PSY355 and PSY432 because of its work in cross-cultural comparison and exploring the psychological development of gifted individuals.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Students who took PSY/PSYS 220, Introduction to Lifespan Development Psychology would be able to extend their study by focusing on a special population investigated in this course. Similarly, students who have taken FACS 191, Child Development, or FACS 492, Growth and Guidance of Children would be able to enhance their understanding of child development and extend this understanding into adulthood. This course would complement courses in gifted studies (GTE) by providing an opportunity to learn about gifted students in a global experience.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Ten benchmark institutions were investigated and none indicated any courses similar to the proposed course. There are no similar courses offered at institutions that currently offer courses in gifted education. This would be a new way to connect gifted education and global learning.

### 3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

### Course Objectives and Outcomes

This course is based on the following overarching ideas.

- Understanding psycho/social development
- Understanding the characteristics and needs of gifted individuals
- Integration of development in gifted individuals
- Qualitative observation and research techniques
- Conducting field research
- Developing global awareness

Students will demonstrate the ability to:

Objectives: "I can..."	Activities	Assessment
Articulate the role of genetics and environment in explaining development	Readings, writing, discussion, videos	In-Class Activity – building a model
Interpret Erickson's Theory of Identity formation and how the environment influences individual psychological growth at various stages of development	Readings, writing, discussion, videos	Quiz and In-Class Activity
Explain Bronfenbrenner's systems within the Ecological Theory	Readings, writing, discussion, videos	Development Biography or Autobiography
Differentiate between experiences in the United States and those that may occur in other countries	Readings, writing, discussion, videos, interviews, field experience	Compare and Contrast Video
Demonstrate the ability to explain developmental concepts	Readings, writing, discussion, videos	Development Biography or Autobiography
Contrast the public education experience of gifted students in the United States and another country.	Readings, writing, discussion, videos, field experience	Compare and Contrast Video
Compare how the psycho/social needs of gifted individuals change over the course of a lifespan.	Readings, writing, discussion, videos,	Timeline Project

	interviews, field experience	
Explain the role of religion and culture in determining how the psycho/social needs of gifted individuals may be met.	Readings, writing, discussion, videos	Daily Class Discussions
Construct observational studies using qualitative research techniques.	Readings, writing, discussion, videos, field experience	Field Notes
Discuss and compare findings of the observations relative to the theories of psychological development and the development of gifted learners.	Readings, writing, discussion, videos, field experience	Daily Class Discussions
Propose means by which the psycho/social needs of gifted individuals may be met.	Readings, writing, discussion, videos, field experience	Final Program Creation

3.3 Content outline:

- Bronfenbrenner’s Ecological Theory of Development Model
- Erikson’s Identity Formation Model
- Cross Cultural Influences in Development
- Characteristics of Gifted Individuals throughout the Lifespan
- Social and Emotional Needs of Gifted Individuals throughout the Lifespan
- Theories of Gifted Development
- Aptitude development

3.4 Student expectations and requirements:

- Papers
- Reflections
- Class discussions
- Observation reports
- Interview transcripts
- Readings
- Field trips

3.5 Tentative texts and course materials:

- Horowitz, F.D., Subotnik, R. F., & Matthews, D. J. (2009). *The Development of Giftedness Across the Lifespan*. Washington, D.C., American Psychological Association.
- Various readings will be uploaded as pdfs on Blackboard

**4. Resources:**

- 4.1 Library resources: None
- 4.2 Computer resources: None

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing School of Teacher Ed Faculty
- 5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Summer 2018

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

Department/ Unit

4/21/17

College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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## Create a New Course (Action)

Date: April 12, 2017

College, Department: CEBS, Psychology

Contact Person: Steve Wininger, [steven.wininger@wku.edu](mailto:steven.wininger@wku.edu), 5-4421

### 1. Proposed course:

- 1.1 Course prefix (subject area) and number: PSY 617
- 1.2 Course title: Becoming a Critical Consumer of Statistics in Psychology
- 1.3 Abbreviated course title: Critical Consumer Statistics  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or no) for total of \_\_\_ hours: no
- 1.7 Grade type: Standard Letter Grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: A course on becoming a critical consumer of statistics reported in psychology journals. Coverage ranges from basic descriptive statistics to advanced inferential statistics. The focus of the course is on reading, interpreting, and critiquing results sections of journals.
- 1.11 Course equivalency: None

### 2. Rationale:

- 2.1 Reason for developing the proposed course: Students in the Ed. S. program for school psychology will be expected to regularly read research journals during training and after completing their degrees to stay current on the latest research. It is important for them to be able to understand the various statistical techniques they will encounter in those journals. One of the National Association of School Psychologists' training standards (Standard 2.9) is to have knowledge of various statistical data analyses techniques. Currently, there are no courses offered in psychology or related departments that cover the wide range of statistical techniques that they will encounter in those journals.
- 2.2 Relationship of the proposed course to other courses at WKU: Other departments do offer graduate courses in statistics, e.g., PSYS 512, PSYS 513, EDFN 500, SOCL 513, SOCL 514. However, perusal of these course descriptions and syllabi reveal that they are more focused on teaching students to conduct statistical analyses rather than critically consume and they do not cover the range of statistical techniques that the proposed course will cover.

### 3. Discussion of proposed course:

- 3.1 Schedule type: L-lecture
- 3.2 Learning Outcomes:  
To be able to critically consume reported statistical results sections in psychology journals.
  - determine the appropriateness of the statistic utilized given the research design.
  - determine if the assumptions for the statistic utilized were met.
  - accurately interpret the statistical significance.
  - accurately interpret and if necessary compute the practical significance (i.e., effect size).
  - translate statistical results into applied implications.
- 3.3 Content outline:
  - Scales of measurement
  - Descriptive statistics
  - Standard normal distribution and probability
  - Null hypothesis significance testing

Confidence intervals

Effect sizes

Inferential statistics

- z-test
- t-test for one sample
- t-test for two independent samples
- t-test for related scores
- 1 factor ANOVA
- 2 factor between groups ANOVA
- 1 factor within groups ANOVA
- Mixed factorial ANOVA
- ANCOVA
- Chi-square
- Correlation
- Regression
- Multiple regression
- Curvilinear regression
- Logistic regression
- Path analyses
- Structural equation modeling
- Hierarchical linear modeling
- Canonical correlation
- Discriminant analyses

3.4 Student expectations and requirements: Students will be evaluated via homework, quizzes, exams, and presentations.

3.5 Tentative texts and course materials: Huck, S. W. (2012). Reading Statistics and Research (6<sup>th</sup> Ed.). Boston, MA: Pearson.

**4. Budget implications:**

4.1 Proposed method of staffing: Current staff, due to plans to offer the course in the summer.

4.2 Special equipment, materials, or library resources needed: N/A

**5. Term for implementation:** Summer 2018

**6. Dates of committee approvals:**

Department

4/21/17

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council Curriculum Committee

Graduate Council

University Senate

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



**Revise a Course  
(Action)**

Date: 4/10/2017

College, Department: College of Education and Behavioral Sciences, Psychology

Contact Person: Sally Kuhlenschmidt, [sally.kuhlenschmidt@wku.edu](mailto:sally.kuhlenschmidt@wku.edu), 5-2114

**1. Identification of course**

- 1.1 Course prefix (subject area) and number: PSY 647 (aka: CNS 647, SWRK 647)
- 1.2 Course title: Addictions: Assessment, Diagnosis and Treatment Planning

**2. Proposed change(s):**

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: ~~Admission to or completion of approved graduate program in a helping profession, and~~ Instructor permission and PSY 637 (aka: CNS 637, SWRK 637)
- 2.6 corequisites: PSY 637 (aka: CNS 637, SWRK 637)
- 2.7 course description:
- 2.8 other:

**3. Rationale for revision of course:**

The prerequisites are dropped because they are not necessary. Additionally, this course will be part of the reactivated Addictions Certificate Program which will not require that students be enrolled in a graduate degree program.

**4. Term of implementation:** Spring 2018

**5. Dates of committee approvals:**

Department

4/24/17

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council Curriculum Committee

Graduate Council

University Senate

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

**Revise a Course  
(Action)**

Date: 4/10/2017

College, Department: College of Education and Behavioral Sciences, Counseling and Student Affairs

Contact Person: Sally Kuhlenschmidt, [sally.kuhlenschmidt@wku.edu](mailto:sally.kuhlenschmidt@wku.edu), 5-2114

**1. Identification of course**

- 1.1 Course prefix (subject area) and number: PSY 667 (aka: CNS 667, SWRK 667)
- 1.2 Course title: Counseling Substance Abusers & Their Families  
Previous Course Description: Counseling issues to substance abuse diagnosis, treatment and aftercare program.

**2. Proposed change(s):**

- 2.1 course number:
- 2.2 course title: Counseling Substance and Process Addictions
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: Instructor permission and PSY 637 (aka: CNS 637, SWRK 637)
- 2.6 corequisites: PSY 637 (aka: CNS 637, SWRK 637)
- 2.7 course description: The course involves effective individual, family and group counseling techniques, interventions and resources for treating substance and process addictions.
- 2.8 other:

**3. Rationale for revision of course:**

The title, as well as program description of the course, is revised to better meet the current trends and terminology within the field. The course is updated to meet current licensure and credentialing requirements.

**4. Term of implementation: Spring 2018**

**5. Dates of committee approvals:**

Department	4/24/17
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

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