CEBS CURRICULUM COMMITTEE
3:00 pm – December 3, 2013
GRH 3073

I. Approval of Minutes of the November 5, 2013 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Revise Course Number – BE 310, Advanced Computer Applications for Business Educators
2. Create a New Course – BE 400G, Advanced Applications Software for Business Educators
3. Create a New Certification Only Program – MSD Certification

Psychology

1. Delete a Program – 025, Graduate Minor in Psychology
2. Create a New Course – PSY 625, Seminar in School Psychology

Educational Administration, Leadership and Research

1. Revise Course Title – EDFN 726, Postsecondary Change and Cultures

III. **Other Business**

For Information Only –

Temporary Courses
  --ENVE 315, Global Sustainability Issues – Spring 2014
  --ENVE 325, Foundations of Sustainability Education – Spring 2014
  --EDU 401, Special Topics in Teacher Education: Toppers at Sea – Summer 2014
  --EDU 401G, Special Topics in Teacher Education: Toppers at Sea – Summer 2014

College of Education and Behavioral Sciences
School of Teacher Education Proposal to Revise Course Number
(Action)

Contact Person: Michael McDonald;
                                                   michael.mcdonald@wku.edu; 5-3097

1. **Identification of proposed course**

    1.1   Course prefix (subject area) and   BE 310
           number:

    1.2   Course title: Advanced Computer Applications for Business
                                                     Educators

2. **Proposed course number:**   BE 400

3. **Rationale for revision of course number:**   This course is an advanced course which the
                                                     skills build on lower level courses. The content
                                                     and skills in this course are more appropriate for
                                                     a senior level course.

4. **Proposed term for implementation:**   Summer 2014

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

    Department/ Unit   School of Teacher Education   11/08/2013

    College of Education and Behavioral Sciences College
    Curriculum Committee   _____

    Professional Education Council (if applicable)   _____

    General Education Committee (if applicable)   _____

    Undergraduate Curriculum Committee   _____

    University Senate   _____

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: BE 400G
   1.2   Course title: Advanced Applications Software for Business Educators
   1.3   Abbreviated course title: Adv Appl Software for BE
          (maximum of 30 characters or spaces)
   1.4   Credit hours: 3   Variable credit (yes or no)
   1.5   Grade type: 1 Standard/letter
   1.6   Prerequisites/corequisites: None
   1.7   Course description:
          Fundamentals of advanced techniques in computer software utilized by business
          education teachers.

2. **Rationale:** Reason for developing the proposed course:

   Students will develop advanced skills with computer applications programs and
   Internet skills taught in secondary Business Education courses.   Business and
   Marketing Education is a technology driven program area. According to the
   Kentucky Department of Education, business teachers teach such classes as:
   Computer and Technology Applications, Advanced Computer Applications,
   Multi-Media Publishing, Data Modeling, Introduction to SQL, and Web Data
   Management.
   (http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Techni
   cal+Education).

   According to WKU's mission, "Western Kentucky University prepares students
   to be productive, engaged leaders in a global society"
   (http://www.wku.edu/about.html). A high priority of this proposed class will be
   to offer future Business and Marketing educators the technological tools to
   become proficient instructors of technology as well as to make them more
   productive as administrators of their time. These tools will aid future teachers in
   becoming engaged leaders in a global society. According to WKU's Statement of
   Purpose, "Western Kentucky University engages the globe in acclaimed
   technologically enhanced academic programs http://www.education.ky.gov). A
   review of the WKU current Business and Marketing educators graduate program
   has targeted computer application skills as a component of the program to be
   strengthened for both proficiency in a the content area and to better align with the
   Statement of Purpose.   This new class will promote WKU's mission to provide
   acclaimed technologically enhanced academic programs.

   2.1   Projected enrollment in the proposed course:

Based on the number of inquiries by prospective students with business degrees seeking teacher certification, enrollment is projected to be 10-20 students per offering.

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

LME 535 Survey of Educational Technology Practices focuses on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. LME 537 Principles of Educational Technology, emphasizes instructional techniques, evaluation and utilization of appropriate instructional software, productivity tools, and the Internet for various subjects, grade levels, and needs of diverse learners. None of these classes directly focuses on the software taught in secondary Business and Marketing secondary classes. (http://www.wku.edu/lme/mastercours.php)

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

A search was conducted on classes that address similar software at different levels. Various classes in different colleges and departments address some of the topics and software such as BA 513 Information Technology and Strategy. However, the proposed course will concentrate on the software and skills needed specifically by business educators at the advanced skill level. After examining the syllabi and descriptions of courses which may include similar software, the need for this course became apparent. The proposed course will align with the needs determined by the Kentucky Department of Education: Career and Technical Education and the standards published by the National Business Education Association. An informal survey of regional Business and Marketing Educators (most participants graduated from the program at the WKU) further supported the need for this course.

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

As discussed above, five of Western Kentucky University's benchmark institutions were randomly selected and their Business and/or Marketing Education programs were compared. The following are the 4 benchmark institutions reviewed and the classes they offer that are similar to the one proposed here. Some programs used more than one class to deliver the content of this proposed class.

1.   Central Missouri State University –INST 5100 Foundations of Educational Technology, INST4400 Design and Production of Media for Instruction, INST 4310 Fund Development for Educational Technology
2.   Middle Tennessee State University – BCEN 5340 Integrated Administrative Technology, BCEN 5410 Managerial Media Presentations
3.   Youngstown State University – ENGL 6944 Document Design and Production, MGT 6917 Information Systems for Management
4.   Indiana State University –CIMT 543 - Production of Instructional Materials, CIMT 547 - Using Microcomputers in Education and Training

3.   Discussion of proposed course:

3.1   Schedule type: A—Applied Learning: Focus on process and/or technique.
3.2   Learning Outcomes:

After completing this unit students will use and will be prepared to teach advanced features in:
A.   Word (word processor)
B.   Excel (spreadsheets)
C.   Access (database)
D.   PowerPoint (multimedia presentation)
E.   Publisher (desktop publishing)
F.   Expressions (web page creator)
G.   Instructional/evaluation software for the Business & Marketing classroom
H.   Computer applications trends and issues in Business & Marketing Education
I.   Overview of teaching strategies for teaching advanced computer applications in the Business & Marketing classroom

3.3   Content outline:

A.   Microsoft Word
- Creating and Formatting Tables
- Illustrating Documents with Graphics
- Creating a Web Site
- Merging Word Documents

B.   Microsoft Excel
- Working with Formulas and Functions
- Managing Workbooks and Preparing Them for the Web
- Automating Worksheet Tasks
- Using Lists
- Integrating Word and Excel

C.   Microsoft Access
- Modifying a Relational Database Structure
- Creating Multiple Table Queries
- Developing Forms and Subforms
- Sharing Information and Enhancing Reports
- Integrating Word, Excel and Access

D.   Microsoft PowerPoint
- Customizing your Presentation
- Enhancing Charts
- Working with Embedded and Linked Objects and Hyperlinks
- Using Advanced Features
- Integrating Word, Excel, Access and PowerPoint

E.   Publisher

- Getting Started with Publisher
- Working with Text and Graphics
- Creating a Web Publication

F.   Expression
- Getting Started with Expression
- Creating a Web Site

G.   Computer applications trends and issues in Business & Marketing courses
- Keeping current with business
- Strategies for teaching advanced computer applications in the Business & Marketing Education classroom

3.4   Student expectations and requirements:

Basis for Student Evaluation
A.   In-class activities – working on computers in class producing documents and completing projects
B.   Out-of-class laboratory assignments - – working on computers in class producing documents and completing projects
C.   Tests/quizzes
D.   Skills tests taken on the computer

3.5   Tentative texts and course materials:

Shelly & Vermaat, (2011). Microsoft Office 2010: Advanced. ISBN: 13: 978-1-4390-9855-6. Boston: Course Technology. (Or current similar text depending on WKU software upgrades)

4.   Resources:

4.1   Library resources: No additional resources necessary.
4.2   Computer resources:

The College of Education and Behavioral Sciences-Educational Technology Services currently maintains two computer labs with appropriate software to support this course.

5.   Budget implications:

5.1   Proposed method of staffing:

The current faculty will be appropriate for staffing this course. The faculty member in the Business and Marketing Education program area will instruct this course. This course will become a part of the regular load. This instructor has been teaching courses for another college which are no longer necessary. This will free the faculty member for teaching this course.

5.2   Special equipment needed:

The College of Education and Behavioral Sciences-Educational Technology Services currently maintains two computer labs with appropriate software to support this course.

    5.3   Expendable materials needed: No expendable materials will be needed

    5.4   Laboratory materials needed: No additional laboratory materials will be needed

6.   Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Department/ Unit: <u>School of Teacher Education</u>	11/08/2013
<u>College of Education and Behavioral Sciences</u> College Curriculum Committee	
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Graduate Council	
University Senate	

College of Education and Behavioral Sciences
Department of Special Education
Proposal to Create a New Certification Only Program
(Action Item)

Contact Person: Dr. Gail Kirby, gail.kirby@wku.edu , 270-745-3746

1.   Identification of certificate program:

1.1   Program title: MSD Certification

1.2   Required hours in program: 15 hours

1.3   Special information: A persistent area of need in Kentucky P-12 is the preparation of teachers with Exceptional Education: Moderate to Severe Disabilities certification. Currently, the special education program in the School of Teacher Education does not offer a certification only program for experienced special education teachers who wish to acquire MSD certification outside of a full masters program. As a result, possible candidates must go to other institutions of higher education in order to earn this certificate.

1.4   Catalog description:

A certificate program designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Moderate and Severe Disabilities (MSD) in P-12 settings. Within the MSD certificate program in Special Education, candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certificate program requires 15 hours. All courses in the certificate carry critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum with MSD population in a public school is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C." Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II MSD examination for Kentucky. Students must pass all required Praxis II examinations before they may enroll in the capstone course, SPED 595: Advanced Preparation Capstone SPED.

Admission Requirements:
Applicants for the MSD Certification Program must hold a current Exceptional Education: Learning and Behavior Disabilities (LBD) teaching certificate with three years teaching in the field OR a Masters in LBD or related field and a current teaching certificate. Applicants who wish to count the certification hours toward a master's degree or other graduate program must meet the eligibility

requirements of that program.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the EPSB for reissue of a Kentucky certificate. After the completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of a current certificate.

2.   Objectives of the proposed certificate program:

This certificate program is designed for post-baccalaureate Special Educators who desire to obtain additional certification in Exceptional Education: Moderate to Severe Disabilities. The Council for Exceptional Children has developed seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition. Upon completion of this certificate, students can assure the public that as a practicing professional, they have mastered the specialized skills for safe and effective practices.

The standards of the Learned Society Standards: CEC can be found here:
https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf

3.   Rationale:

3.1 Reason for developing the proposed certificate program:

Currently, the Special Education program in the WKU School of Teacher Education offers this certification only through the Masters of Education (MAE) Special Education: Moderate to Severe Disabilities (MSD) program (#0438). However, if a candidate has completed the MAE Special Education: Learning and Behavior Disorders (LBD) program (#0457), and desires to also acquire certification in MSD, the only program available is the MAE Special Education: Moderate and Severe Disabilities program, with a redundancy of TCHL courses. There is no provision for MSD certification outside of the full MAE-MSD program. The Special Education program has more requests and inquiries requesting a certification only option for MSD from practicing special education teachers than any other certification area. School districts in our region and across the state consistently contact the university seeking new graduates to fill MSD positions as it remains a high need area of certification. Special education teachers remain on the national and state shortage lists consistently (U. S. Department of Education, Office of Postsecondary Education, 2013). The U.S. Department of Labor, Occupational Outlook Handbook (2013) expects the need for special education teachers to grow by 17 percent from 2010 to 2020 or faster than the average for all occupations.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

Graduates from the MAE Special Education: LBD program are the most likely students to enroll in this certificate program. Others would include professionals in the field who hold a current LBD certificate and now desire to add the MSD certification without need of full master program.

The College of Education and Behavioral Sciences offers teacher certification graduate program endorsements in Environmental Education, Gifted and Talented Education, and Instructional Computer Technology. In addition, the following are offered but do not provide eligibility for endorsements to teaching certificates: Autism Spectrum Disorders, Educational Technology, and Instructional Design. As with each of the other endorsements and certificates noted above, the proposed MSD certification has its unique characteristics and goals.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

Other CEBS certificate programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certificate will not have any course work that overlaps with the other certificates.

3.4 Projected enrollment in the proposed certificate program:

Based on inquires and the number of students enrolled in the MAE Special Education: MSD program, we predict 25-30 per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKU, KSU, MSU, Murray State, U of L, and NKU do not offer a similar certificate. UK offers a non-degree alternative certificate in MSD.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-certification based endorsement.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained teachers for the most needy students is a socially responsive service to our state as well as the students. Our MSD certificate candidates are already certified teachers desiring to expand their skills into the MSD area so that they may be more productive

citizens in their teaching responsibilities.

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of special education and the qualities that teachers with the MSD certificate demonstrate. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

4.   Curriculum:
        Fifteen hours will be required as follows:

Required Core Courses (9 hours)
SPED 535: Curriculum for MSD (3 hours)
SPED 517: Transition, Services, and Programming (3 hours)
SPED 595: Advanced Preparation Capstone SPED (3 hours)

Additional 6 hours as approved by advisor from the following:
SPED 534: Research in EXED (3 hours)
SPED 618: Social Skills Instruction and Behavioral Programming in ASD (3 hours)
SPED 619: Assistive Technology in ASD (3 hours)
EDU 522:   Fundamentals of Differentiated Instruction (3)
LTCY 523: Diagnostic Reading Procedures (3)
ID 560:   Instructional Design Foundations (3)
LME 535:   Survey of Educational Technology Practices (3)

5.   Budget implications:
        The department already has, and presents, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certificate should only enhance class enrollment without creating a staffing issue.

6.   Proposed term for implementation:
        Summer, 2014

7.   Dates of prior committee approvals:

        School of Teacher Education   10.25.13

         CEBS Curriculum Committee   _____

        Professional Education Council   _____

        Graduate Council (for information)   _____

        University Senate (for information)   _____

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Delete a Program
(Consent Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 5-4410

1.   Identification of program:
1.1   Program reference number: 025
1.2   Program title: Graduate minor in psychology
1.3   Credit hours: 12

2.   Rationale for the program deletion: Although the graduate minor in psychology technically exists, no one has utilized the minor for at least 10 years. Furthermore, the minor has not appeared in the graduate catalog for the last 10 years. This proposal formally eliminates the minor.

3.   Effect on current students or other departments, if known: The deletion of the program should not have any effect on current students or other departments as there are no students, or requests from students, to pursue the minor.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

Psychology Department: November 22, 2013

CEBS Curriculum Committee   _____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 625
    1.2   Course title: Seminar in School Psychology
    1.3   Abbreviated course title: Seminar School Psych
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the school psychology program or by permission of
            instructor.
    1.7   Course description: Readings and discussion on current issues in the field of school
            psychology. Course may be repeated.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The field of school psychology is constantly
            evolving in response to new accreditation standards [i.e., National Association of School
            Psychologist's (2010) *Standards for Graduate Preparation of School Psychologists*], new
            assessment methods in the field, special education regulations, and national and state
            policy letters. This course is intended to address any gaps in the program related to the
            latest school psychology accreditation standards and to serve as a mechanism for keeping
            students up-to-date with current issues in the field. Often, current topics and issues in the
            field do not merit a course by themselves and are difficult to fit in with any of the current
            course requirements without decreasing time spent on topics covered in other courses.
            This course will allow the content of the school psychology program to be more flexible
            and adaptive.
    2.2   Projected enrollment in the proposed course: 8-10 per year. The school psychology
            program typically enrolls about 8 students per year. It is possible that practicing school
            psychologists may also enroll in the course to stay current with developments in the field
            and to obtain continuing professional development hours needed for re-certification.
    2.3   Relationship of the proposed course to courses now offered by the department: The
            psychology department offers a somewhat similar course, PSY 500 - Trends and
            Scientific Approaches in Psychological Thinking. The course description states: "New
            developments and special topics in contemporary psychological research." PSY 500
            focuses specifically on psychological research while the proposed course will also focus
            on applied practices within the fields of education and school psychology. PSY 500 is
            listed as an optional course taken by Masters-level students in the Psychological Sciences
            program. The last time the course was taught, the syllabus indicated the focus of the
            course was on "current research in cognitive neuroscience." The content of the proposed
            course would be very different. Furthermore, the "500" number of the course suggests it
            is a beginning graduate level course while the proposed course will be for advanced
            students in the school psychology program.

2.4 Relationship of the proposed course to courses offered in other departments: Other programs do offer similar courses for students in their programs. For example, Counseling and Student Affairs (CNS) 579 – Seminar in Student Affairs, focuses on "current issues and practices in Student Affairs." The special education graduate program has a seminar (SPED 518) on "contemporary issues in special education." The Educational Administration, Leadership, and Research program has a course (EDFN 576) on "Issues and Trends in Education." All such courses are designed to keep graduate students in their programs of study abreast of current developments. The proposed school psychology course would provide content on current issues specific to the field of school psychology.

2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with school psychology programs, a few have similar courses. Indiana State University has SPSY 785: Advanced Seminar in School Psychology. James Madison University has PSYC 713 – Professional Practice Issues. Central Michigan has PSY 760 – Seminar: School Services. The University of Southern Mississippi has PSY 671 – Seminar in School Psychology.

3. Discussion of proposed course:

3.1 Schedule type: S (seminar)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- explore, analyze, and critique current issues within the fields of education and school psychology,
- summarize current research on issues in the fields of education and school psychology and be able to present such summaries through oral presentations, and
- describe how current issues impact educational practices and the role of the school psychologist.

3.3 Content outline: The intent of the course is to have content that will be updated annually; thus, specific course content will change over time to reflect current issues in the field. Initially, the topics might include:
- Common Core Standards
- School safety & crisis intervention
- Autism Spectrum Disorders
- Effective use of interpreters
- Diversity issues in assessment and education

3.4 Student expectations and requirements: Students will be evaluated on their:
- performance in completing assignments, discussions, and other projects,
- critiques and analyses of issues and research in the fields of education and school psychology,
- quality of oral presentations, and
- contributions to discussions in the seminar meetings.

3.5 Tentative texts and course materials: Readings may come from a variety of sources, including chapters from:
- Barton, E. E., & Harn, B. (2012). *Educating young children with autism spectrum disorders*. Bethesda, MD: National Association of School Psychologists.
- Brock, S. E., & Jimerson, S. R. (2012). *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

- Jones, J. M. (2009). *The psychology of multiculturalism in schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.

4. Resources:
    4.1   Library resources: Not needed for course
    4.2   Computer resources: Adequate

5. Budget implications:
    5.1   Proposed method of staffing: Currently, there are three school psychology faculty members who could teach this course. The addition of this course, however, would result in the need to adjust the courses typically taught by those faculty members. It would be desirable to teach this course every year but a couple of other courses in the program could be taught every other year to accommodate the adjustment.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2014

7.   Dates of prior committee approvals:

Department of Psychology   November 22, 2013

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Date: November 22, 2013

Proposed Course Name and Number: PSY 625 Seminar in School Psychology

Current Library holdings in support of the course are:

_____ adequate   _____ inadequate*

     XX   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:

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/subject_librarians.php

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
http://www.wku.edu/senate/committees/university_curriculum_committee.php

Carl Myers
Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership & Research
Proposal to Revise Course Title
(Consent Item)

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

1.   **Identification of proposed course:**
       1.1   Course prefix (subject area) and number: EDFN 726
       1.2   Course title: Postsecondary Change and Cultures
       1.3   Credit Hours: 3

2.   **Proposed course title:** Change Theory and Practice

3.   **Proposed abbreviated course title:** Change Theory and Practice

4.   **Rationale for the revision of course title:** The course title suggests a narrower focus than its course description: *Study of how effective change takes place in organizations as both internal and external forces influence institutions. Resistance to change and how to overcome these barriers will also be addressed, as well as how these changes affect the culture of the organization.* Broadening the title to match the course description would align better with the interdisciplinary nature of the Educational Leadership Doctoral program (with specializations that include P-12, postsecondary, and organizational leadership). The title change would then broaden the appeal and potential audience for the course, as well as potentially allow for a broader range of university faculty to teach the course.

5.   **Proposed term for implementation:** Summer 2014

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

EDD Leadership Council	11/20/2013
Department/ Unit: Educational Admin, Leadership & Research	11/22/2013
CEBS College Curriculum Committee	
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Graduate Council	
University Senate	

College of Education and Behavioral Science
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Dr. Terry L. Wilson, terry.wilson@wku.edu, 5-4671

1.   **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: ENVE 315
   1.2   Course title: Global Sustainability Issues
   1.3   Abbreviated course title: Global Sustainability Issues
   1.4   Credit hours: 3
   1.5   Schedule type: L
   1.6   Prerequisites/corequisites: None
   1.7   Grade type: __X_ standard letter grade ____ pass/fail ____in progress (IP)
   1.8   Course description: Addresses seven sustainability challenges impacting the future: population, resource management/climate change, technological innovation, information dissemination, economic integration, security, and governance, within a sustainability education framework.

2. **Rationale**
   2.1   Reason for offering this course on a temporary basis:
   This temporary course will be offered during Spring, 2014, as the proposal to make it a regular course moves forward.
   2.2   Relationship of the proposed course to courses offered in other academic units:
   No similar multidisciplinary content courses are currently offered at the undergraduate level. This course will appeal beyond education majors to students in all disciplines.

3. **Description of proposed course**
   3.1 Course content outline
      a)   Population
      b)   Resource management and climate change
      c)   Technological innovation and diffusion
      d)   Information and knowledge development and dissemination
      e)   Economics, globalization, inequality and poverty
      f)   Security
      g)   Governance
      h)   Future visioning and change action skills
      i)   Local and global partnerships

   3.2 Tentative text(s)
   The AASCU publishes Educating Globally Competent Citizens: A Toolkit as a guide to instructors and an Educating Globally Competent Citizens Student Guide for students.

   Global Challenges deals with current issues and trends and it is therefore necessary to

utilize continuously updated information, videos, maps, and other resources. Some online resources for this information include:
The New York Times Knowledge Network online resources repository
The New York Times and Al Jazeera news networks (www.nytimes.com and http://america.aljazeera.com/)
Ted Talks videos (www.ted.com)
Google advanced search (www.google.com/advanced_search)

Some suggested texts include:
Harf, J. E. & Lombardi, M. O. (2012). Taking sides: Clashing views on global issues.
Kaku, M. (2012). *The physics of the future*.
Rothenberg, P.S. (2005). *Beyond Borders: Thinking critically about global issues*.
Sachs, J. (2011). *The Price of Civilization.*

4. **Second offering of a temporary course (if applicable)**
   4.1 Reason for offering this course a second time on a temporary basis:
   4.2 Term course was first offered:
   4.3 Enrollment in first offering:

5. **Term of Implementation:** Spring 2014

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

   Head, School of Teacher Education   _____

   Dean, CEBS   _____

   Office of the Provost   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Dr. Terry L. Wilson, terry.wilson@wku.edu, 5-4671

1. **Identification of proposed course:**
    1.1 Course prefix (subject area) and number: ENVE 325
    1.2   Course title: Foundations of Sustainability Education
    1.3   Abbreviated course title: Fndtns of Sustainability Educ
    1.4   Credit hours: 3
    1.5   Schedule type: L
    1.6   Prerequisites/corequisites: None
    1.7   Grade type: __X_ standard letter grade ____ pass/fail ____in progress (IP)
    1.8   Course description: Designed for formal, nonformal, and informal educators.
        Introduces principles, practices, and pedagogies for sustainability education and their
        application in diverse educational settings.

2. **Rationale**
    2.1 Reason for offering this course on a temporary basis:
        The nonformal educational sector (e.g., nature centers, nongovernmental organizations,
        public health educators, and agricultural extension agents) and informal educational
        sector (e.g., local media, peers and colleagues) of the educational community must work
        cooperatively with the formal educational sector for the education of people in all
        generations and walks of life to address the education needs to meet the pressing global
        sustainability challenges. This course introduces sustainability as a new paradigm of
        education that moves beyond test-preparedness to serving broader real-world realities
        that address local and global challenges.

        This temporary course will be offered during Spring, 2014, as the proposal to make it a
        regular course moves forward.

    2.2   Relationship of the proposed course to courses offered in other academic units:
        Several departments at WKU offer undergraduate courses relating to sustainability
        themes, but none are specifically designed to address sustainability education.

3. **Description of proposed course**
    3.1 Course content outline
        a)   Definitions of sustainability; exploring global realities
        b)   Integrative sustainability themes across the curriculum
        c)   Competencies and evaluation criteria for sustainability education
        d)   Key sustainability education topics and tools
        e)   Teaching and learning strategies and resources to achieve the wide range of
            knowledge, skill, and values objectives of sustainability education
        f)   Challenges to integrating sustainability education across the grade levels and

disciplines diverse educational settings
- g)   Collaborative assignment with local community partners
- h)   Customizing curricula and developing a personalized portfolio for sustainability

3.2 Tentative text(s)

A wealth of online content resources and groups are available in this rapidly growing field. A course goal is to familiarize students with the available content and curriculum resources and searchable databases available via the web and through these groups. Recent current textbooks were not identified so earlier texts, in addition to current online resources, are recommended.

McKeown, R. (July 2002) UNESCO Education for Sustainable Development Toolkit, Version 2.0, available at 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 21st Century. New York: Kluwer Academic/Plenum Publishers.

4. Second offering of a temporary course (if applicable)
4.1 Reason for offering this course a second time on a temporary basis:
4.2 Term course was first offered:
4.3 Enrollment in first offering:

5. Term of Implementation: Spring 2014

6. Dates of review/approvals:

Head, School of Teacher Education   _____

Dean, CEBS   _____

Office of the Provost   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Dr. Andrew West, andrew.west@wku.edu, 270-745-4139

1. Identification of proposed course:
    1.1   Course prefix (subject area) and number: EDU 401
    1.2   Course title: Teaching Foundations, Strategies, and Curriculum
    1.3   Abbreviated course title: Teach. Fnd., Strat., and Curic
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 3
    1.5   Schedule type: C
    1.6   Prerequisites/corequisites: EDU 250 or equivalent
    1.7   Grade type: __x__ standard letter grade ____ pass/fail ____in progress (IP)
    1.8   Course description: This course is designed to help students develop a working knowledge of instructional planning, implementation of instruction, assessment, and the implications of instructional decisions in light of the needs of diverse learners. Students will explore educational theory, current practice, and future trends in p-12 teaching. These ideas and skills will be explored in the context of global climate change on the campus of WKU, aboard the *MV Explorer,* and in six different countries during the Toppers At Sea 2014 Climate Change Challenge.

2. Rationale
    2.1   Reason for offering this course on a temporary basis: The WKU Toppers At Sea (TAS) program offers students the unique opportunity to study in a variety of international locations. The 2014 TAS program is focused on the topic of climate change. This course is being offered to provide upper-division education majors in multiple disciplines and programs the opportunity to experience the TAS program while still earning credit for a required course in their program of study. Because the TAS experience is unique, a course needed to be designed to meet the curricular needs of upper-division undergraduate education majors in a wide range of disciplines and programs. The intent is that this course will substitute for a course in a student's program of study.
    2.2   Relationship of the proposed course to courses offered in other academic units: The goals and objectives in the proposed course are similar to (or exceed) the goals and objectives in the following courses: ELED 345 – Teaching Strategies for Elementary Teachers I; SMED 320 – Classroom Interactions; SEC 351 – Teaching Strategies for Secondary Schools; MGE 275 – Foundations of Middle Grades Instruction.

3. Description of proposed course

    3.1   Course content outline/learning outcomes
          Students successfully completing the course will:

1. Develop an awareness of effective teaching strategies, including strategies for differentiating instruction and the application of technology.
2. Develop an understanding of state/national teaching and content standards.
3. Develop and analyze standards-based objectives and corresponding lessons and units.
4. Develop and analyze formative and summative assessments.
5. Implement lessons and reflect on instruction.
6. Develop skills of leadership in p-12 and community settings.
7. Observe, teach, and reflect upon lessons conducted in multiple settings, including Warren County Schools, the *MV Explorer*, and in multiple contexts in multiple countries including Sweden, Denmark, Iceland, the United Kingdom, Ireland, and England.
8. Complete critical performances consistent with their major. Successful completion of this course is contingent upon scoring a "3" or better on these critical performances.

    3.2 Tentative text(s)

        Silver, H.F., Strong, R. W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson.* Alexandria, VA: Association of Supervision and Curriculum Development.

        Ornstein, A.C., & Hunkins, F.P. (2012). *Curriculum: Foundations, principles, and issues. (6th ed.).* Boston: Pearson.

4. Second offering of a temporary course (if applicable)

    4.1   Reason for offering this course a second time on a temporary basis:
    4.2   Term course was first offered:
    4.3   Enrollment in first offering:

5. Term of Implementation: Summer 2014 (May 19 – June 15)

6. Dates of review/approvals:

Department of _____

Dean, College of _____

Office of the Provost

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Dr. Andrew West, andrew.west@wku.edu, 270-745-4139

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: EDU 401G
   1.2   Course title: Special Topics in Teacher Education: Toppers at Sea
   1.3   Abbreviated course title: Teacher Ed: Toppers at Sea
           (maximum of 30 characters or spaces)
   1.4   Credit hours: 3
   1.5   Schedule type: C
   1.6   Prerequisites/corequisites: Instructor approval
   1.7   Grade type: __x__ standard letter grade ____ pass/fail ____in progress (IP)
   1.8   Course description: This course is designed to help students develop a working
           knowledge of instructional planning, implementation of instruction, assessment, and
           curriculum design. Students will explore educational theory, current practice, and
           future trends in p-12 teaching. These ideas and skills will be explored in the context
        of global climate change on board the *MV Explorer* and in six different countries during
           the Toppers At Sea 2014 Climate Change Challenge.

2. **Rationale**
   2.1   Reason for offering this course on a temporary basis: The WKU Toppers At Sea
           (TAS) program offers students the unique opportunity to study in a variety of
           international locations. The 2014 TAS program is focused on the topic of climate
           change. This course is being offered to provide graduate students in multiple
           education programs the opportunity to experience the TAS program as it relates to
           teacher education. Because the TAS experience occurs in a unique context, an
           elective course needed to be designed to meet the specific context of the TAS
           program.
   2.2   Relationship of the proposed course to courses offered in other academic units:
           Several programs on campus offer special topics courses such as LME 519 Special
           Topics in Educational Technology, EDU 695 Advanced Topics in Education, ENVE
           585 Special Topics in Environmental Education, and IECE 525 Special Topics in
           Interdisciplinary Early Childhood Education. While each of these courses focuses on
           special topics relevant to various programs within the department, none of them
           focuses on teacher education broadly, with the exception of EDU 695, which requires
           post-master's degree standing.

3. Description of proposed course]
    3.1   Course content outline/learning outcomes
            In the context of global climate change in international settings, students successfully completing the course will:

1. Develop an awareness of effective teaching strategies, including strategies for differentiating instruction and the application of technology.
2. Develop an understanding of state/national teaching and content standards.
3. Develop and analyze standards-based objectives and corresponding lessons and units.
4. Develop and analyze formative and summative assessments.
5. Implement lessons and reflect on instruction.
6. Develop skills of leadership in p-12 and community settings.
7. Observe, teach, and reflect upon lessons conducted on board the *MV Explorer* and in multiple contexts in multiple countries including Sweden, Denmark, Iceland, the United Kingdom, Ireland, and England.
8. <u>Graduate Component</u>:
   o   Find and synthesize empirically based literature related to the curriculum developed in this course.
   o   Develop a draft proposal for a research project focused on exploring an aspect of the curriculum designed in this course.

3.2 Tentative text(s)

Silver, H.F., Strong, R. W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: Association of Supervision and Curriculum Development.

Ornstein, A.C., & Hunkins, F.P. (2012). *Curriculum: Foundations, principles, and issues.*
        (6th ed.). Boston: Pearson.

7. Second offering of a temporary course (if applicable)
    4.1   Reason for offering this course a second time on a temporary basis:
    4.2   Term course was first offered:
    4.3   Enrollment in first offering:

8. Term of Implementation: Summer 2014 (May 19 – June 15)

6. Dates of review/approvals:

Department of _____   _____

Dean, College of _____   _____

Office of the Provost   _____