

CEBS CURRICULUM COMMITTEE

3:00 pm – February 6, 2007

Dean's Conference Room

- I. Approval of Minutes of the December 5, 2006 CEBS Curriculum Committee and the Minutes from the Special January 30, 2007 CEBS Curriculum Committee.
(Find on the CEBS Web Page under Current Events.)

II. New Business

From the Department of Psychology

1. Revise Course Catalog Listing-PSY 421, Psychology of Early Adolescence
2. Revise Course Title-PSY 450, Introduction to Personality Theories
3. Suspend a Course-PSY 516-Advanced Study in Motivation
4. Suspend a Course-PSY 522-Advanced Adolescent Psychology
5. Suspend a Course-PSY 550-Personality Theory
6. Delete a Course-PSY 581-Laboratory in Advanced Physiological Psychology
7. Create a New Course-PSY 770, Legal Issues for Organizational Leaders
8. Create a New Course-PSY 771, Human Resources Management and Personnel Decisions for Organizational Leaders
9. Create a New Course-PSY 773, Employee Training and Development Issues for Organizational Leaders

From the University Honors Program

1. Create a New Course-HON 175-University Experience for Honors

From the Department of Curriculum and Instruction

1. Revise Course Prerequisites/Corequisites-ELED 345, Teaching Strategies for Elementary Teachers I
2. Revise Course Prerequisites/Corequisites-ELED 355, Student Diversity in the Classroom
3. Delete a Course-SEC 300 – Investigations in Secondary Education
4. Make Multiple Revisions to a Course-ELED 300, Investigations in Elementary Education
5. Create a New Course-EDU 507/GEOG 507, Concepts and Skills for Teachers
6. Proposal to Revise Course Credit Hours-EDU 501, Seminar: Designing Professional Development Plan
7. Proposal to Revise Course Credit Hours-EDU 596, Portfolio Development and Professional Education Growth Plan
8. Create a New Course-MGE 385-Middle Grades Teaching Strategies
9. Revise a Program-Middle Grades Education
10. Revise Course Prerequisites/Corequisites ELED 365, Teaching Strategies II
11. Revise Course Prerequisites/Corequisites ELED 407, Materials and Methods in Social Studies
12. Revise Course Prerequisites-ELED 405, Teaching Mathematics in the Elementary School
13. Revise Course Prerequisites-ELED 406, Teaching Science in the Elementary School
14. Revise Course Prerequisites-ELED 465, Senior Projects in the Elementary School

From the Department of Counseling and Student Affairs

1. Create a New Course-CNS 581-International Students and Services in Higher Education
2. Create a New Certificate Program-Certificate in International Student Services

III. Other Business

1. Four reports from Alternate Admissions Subcommittee

**College of Education and Behavioral Science
Department of Psychology
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Martin Bink, marty.bink@wku.edu, 5-2353

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSY 421
- 1.2 Course title: Psychology of Early Adolescence
- 1.3 Credit hours: 3

2. Current course catalog listing:

Development of theories, research, and literature relating to the early adolescent. A course for students planning to meet middle school certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement for the major.

3. Proposed course catalog listing:

Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement for the major.

4. Rationale for revision of the course catalog listing:

The Undergraduate Curriculum Committee of the Department of Psychology feels this change is more descriptive of the actual content of the course and uses current language in the field.

5. Proposed term for implementation: Fall 2007

6. Dates of prior committee approvals:

Department of Psychology:	<u>1/26/2007</u>
CEBS Curriculum Committee:	_____
Professional Education Council:	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date:

15.January.2007

**College of Education and Behavioral Science
Department of Psychology
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Martin Bink, marty.bink@wku.edu, 5-2353

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 450
- 1.2 Course title: Introduction to Personality Theories
- 1.3 Credit hours: 3

2. Proposed course title: Psychology of Personality

3. Proposed abbreviated course title: Psychology of Personality

4. Rationale for the revision of course title:

The new course title is consistent with the naming scheme for other Departmental courses (e.g., Psychology of Motivation and Emotion, Psychology of Learning). In addition, the Committee feels that the inclusion of "Introduction" in the title is inappropriate for a 400-level class, in general, and this course in particular. All courses in Psychology are based on research and theories. Thus, there is no need to express this fact in the title of this course and this course alone.

5. Proposed term for implementation: Fall 2007

6. Dates of prior committee approvals:

Department of Psychology:	<u>1/26/2007</u>
CEBS Curriculum Committee:	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 516
- 1.2 Course title: Advanced Study in Motivation
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is not required for any program and has not been offered for more than 6 years.

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

No effect.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Psychology: 12/01/2006

CEBS Curriculum Committee:

Graduate Council:

University Senate

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 522
- 1.2 Course title: Advanced Adolescent Psychology
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is not required for any program and has not been offered for more than 6 years.

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

No effect.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Psychology: 12/01/2006

CEBS Curriculum Committee:

Graduate Council:

University Senate

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 550
- 1.2 Course title: Personality Theory
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is not required for any program and has not been offered for more than 6 years.

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

No effect.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Psychology: 12/01/2006

CEBS Curriculum Committee:

Graduate Council:

University Senate

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 581
- 1.2 Course title: Laboratory in Advanced Physiological Psychology
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is not required for any program and has not been offered for more than 6 years.

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

No effect.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Psychology: 12/01/2006

CEBS Curriculum Committee:

Graduate Council:

University Senate

Attachment: Course Inventory Form

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

Contact Person: Betsy Shoenfelt, betsy.shoenfelt@wku.edu, 745-4418

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 770
- 1.2 Course title: Legal Issues for Organizational Leaders
- 1.3 Abbreviated course title: Legal Issues for Leaders
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S—Seminar
- 1.6 Prerequisites: Admission to Ed.D. program or permission of instructor
- 1.7 Catalog course listing: Survey of Equal Employment Opportunity laws and other employment laws and their implications for organizational leaders.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will satisfy a core requirement for the Organizational Leadership track of the Ed.D. in Educational Leadership. To ensure sound practice and to prevent organizational liability, organizational leaders are ultimately responsible for the compliance of their organization with federal, state, and local laws concerning employment. This course is designed to enhance knowledge and abilities of candidates in the Ed.D. program related to legal issues likely to be confronted by organizational leaders.
- 2.2 Projected enrollment in the proposed course: 15- 20 (only for students in the Ed.D. program, which has a targeted cohort size of 25)
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a doctoral level course for students in the Ed.D. program. It will be a required course in the Organizational Leadership track. There are no current courses that address these topics at the doctoral level. Psychology 670: Equal Employment Opportunity, the Law, and Ethical Considerations is a master's level course addressing EEO legal issues for a practitioner who will likely be developing and validating tests for personnel decisions and providing expertise for the legal defensibility of these personnel decisions. PSY 770 is a doctoral course providing working knowledge for organizational leaders who will not be directly involved in the development and validation of selection procedures. Rather, students in PSY 770 are more likely to oversee human resource functions that are likely to fall under the purview of employment laws.
- 2.4 Relationship of the proposed course to courses offered in other departments: At the graduate level, the only related course offered on campus is MGT 570: Business, Government, and Law. This course focuses on legal issues related to antitrust, consumer protection, conservation, and environmental control, rather than legal issues related to personnel decisions. PSY 770 focuses on legal issues in personnel management. MGT 570 is a master's level course whereas PSY 770 is a doctoral course.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The proposed course is similar to doctoral level courses such as the following examples from other institutions:

Virginia Tech

MGT 5344. Legal Environment of Employee Relations

Legal environment in which labor-management relations occur, with emphasis on federal labor laws and socioeconomic causes for their passage

University of Akron

PSYCH 762. Personnel Psychology and the Law

Issues in personnel psychology which have legal implications are reviewed. The impact of recent court decisions are evaluated in staffing and compensation.

3. Discussion of proposed course:

- 3.1 Course objectives: After successfully completing this course, the student will have knowledge of organizational obligations, responsibilities, and consequences of compliance and non-compliance with laws and EEOC guidelines for employers such that he/she can:
- Lead organizations in compliance with local, state, and federal laws affecting employers and employees.
 - Identify which laws are relevant to his/her organization.
 - Ensure that individuals with the proper training are in place in the organization to effectively implement legal requirements.
 - Recognize when the organization is failing to comply with laws and the appropriate steps to remediate such a situation.
- 3.2 Content outline: Topics will include the following:
- Overview of EEO Law and the Legal Process, including Major Laws, Legal Framework, Role of Statistics, Employment Testing History, and Professional Standards
 - Title VII and the Uniform Guidelines, including Major Title VII Judicial Scenarios, Major Title VII Protected Class Issues, and Affirmative Action
 - Sexual Harassment and Other Forms of Illegal Harassment
 - Constitutional Claims
 - The Equal Pay Act of 1963
 - The Age Discrimination in Employment Act of 1967
 - Affirmative Action
 - The Americans with Disabilities Act of 1990
 - Testing Issues and Other Personnel Applications Including Interviews/Biodata/Application Blanks, Honesty/Integrity Testing, Physical Abilities Testing, Drug Testing, Performance Appraisal, and Training
 - Other Forms of Regulation, Including Worker=s Compensation, Fair Labor Standards Act, Family Medical Leave Act, Labor Law, Occupational Safety and Health, Right to Privacy
 - Other Issues: EEOC and Legal Concerns in the 21st Century
- 3.3 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to discuss these in class. Students will be assigned various presentation topics for which they will lead class discussion. Students will complete a written review of the literature on a topic relevant to this course and their personal leadership objectives. A midterm and a final examination will cover the course content.
- 3.4 Tentative texts and course materials:

Appropriate texts include:

Bennett-Alexander, D. D., & Hartman, L. P. (2001). *Employment law for business* (3rd ed.). Boston, MA: Irwin McGraw-Hill.

Gutman, A. (2000). *EEO law and personnel practices* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Twomey, D. P. (2004). *Labor and employment law* (12th ed.). Mason, OH: Thomson/West Legal Studies in Business.

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

4. Resources:

- 4.1 Library resources: There will be no need for additional library resources.
- 4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty in the Ed.D. program will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Department of Psychology _____

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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LIBRARY RESOURCES

Revised November 1996

Date: January 12, 2007

Proposed Course Name and Number:

PSY 770: Legal Issues for Organizational Leaders

Current Library holdings in support of the described course are:

Adequate Inadequate*

***Additional materials which would raise support to an adequate level:**

Monographs or Nonprint Resources:

None _____

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Current library holdings should be sufficient _____

Comments: References in bibliography are representative of references needed for the course. Articles/books not currently held in our library likely can be obtained through interlibrary loan or another reference in our collection can be substituted.

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

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

Contact Person: Betsy Shoenfelt, betsy.shoenfelt@wku.edu, 745-4418

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 771
- 1.2 Course title: Human Resources Management and Personnel Decisions for Organizational Leaders
- 1.3 Abbreviated course title: HRM for Org Leaders
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S—Seminar
- 1.6 Prerequisites: Admission to the Ed.D. Program or permission of instructor
- 1.7 Catalog course listing: Survey of leadership roles in managing human resources in organizations to achieve both individual and organizational objectives and ensure effective work practices in dynamic work environments. Topics include selection and placement of employees, evaluation of employee performance, compensation and benefits, and effective utilization of human capital.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will be an elective course for the Organizational Leadership track of the Ed.D. in Educational Leadership. Organizational leaders are required to manage employees. This course is designed to enhance knowledge and abilities of candidates in the Ed.D. program related to managing human resources and making personnel decisions in education-related organizations.
- 2.2 Projected enrollment in the proposed course: 15- 20 (only for students in the Ed.D. program, which has a targeted cohort size of 25)
- 2.3 Relationship of the proposed course to courses offered in other departments: One other graduate-level course on campus, BA 560: Contemporary Human Resource Management, covers topics similar to those in PSY 771. However, BA 560 is a survey of human resource management that covers employee selection and performance appraisal, and also covers additional topics including training and development, compensation, labor relations, occupational safety, and employee rights. PSY 771 provides a more in-depth coverage of focused on selection, placement, evaluation, and compensation. BA 560 is a master's-level course; PSY 771 is a doctoral-level course.
- 2.4 Relationship of the proposed course to courses offered in other institutions: The proposed course is similar to doctoral level courses such as the following examples from other institutions:

University of South Florida

INP 6935: Personnel Psychology

Topics covered include: selection, testing, training, performance evaluation, criterion development, and job satisfaction.

University of Tulsa

PSYCH 8103: Personnel Selection

This course examines theory and applications of employment testing. It considers all validation

strategies under the Uniform Guidelines and professional standards. Students will develop knowledge of major test types as well as processes for developing criterion variables. Research designs, including implementation and utility analyses, are emphasized.

University of Wisconsin – Madison

Management and Human Resources 611: Personnel Staffing and Evaluation Elements of manpower planning and internal labor markets; validation procedures for determining the potential job effectiveness of individuals; description and validity of selection instruments such as tests, interviews and biographical data; measuring performance, turnover and absenteeism; the process of performance appraisal; employment discrimination and affirmative action.

University of Houston

PSYC 6371: Seminar in Personnel Psychology.

Description: Theory and application of principles of individual differences and psychological measurement to the study of behavior in organizational settings. Applied emphasis is on employee selection and development.

Texas A&M University

PSYC 611: Personnel Psychology

Application of psychological principles and research methods to the areas of selection, placement, job analysis, performance appraisal and training.

Clemson University

PSYCH 862: Personnel Psychology

Theory, technique and legal issues involved in the effective matching of individuals' needs, preferences, skills and abilities with the needs and preferences of organizations. Topics include research methods, prediction issues, tests and other predictors, decision making and job evaluation.

3. Discussion of proposed course:

- 3.1 Course objectives: Course objectives: After successfully completing this course, the student will have knowledge of issues related to human resource management and personnel decisions such that he/she can:
- identifying tools for the selection and placement of employees
 - ensure the appropriate and effective implementation of these tools
 - fairly and accurately evaluate employee performance
 - identify and implement appropriate methods of employee compensation
 - appropriately address practical issues in staffing organizations
 - effectively oversee the personnel/human resource management function in a variety of organizational contexts.
- 3.2 Content Outline: Topics will include the following:
- Selection and placement of employees
 - The role of job analysis and job descriptions
 - Utilizing selection instruments (e.g., tests, interviews, application blanks) for selecting and placing employees
 - Managerial selection
 - Brief overview of legal issues
 - Evaluation of employee performance
 - Criterion issues and performance appraisal
 - Evaluating the utility of human resource management practices

- Compensation and benefits
- Job evaluation, compensation, and reward systems
- Strategic human resource planning
- Ethical issues in human resources management.

3.3 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to discuss these in class. Students will be assigned various presentation topics for which they will lead class discussion. Students will complete a written review of the literature on a topic relevant to this course and their personal leadership objectives. A midterm and a final examination will cover the course content.

3.4 Tentative texts and course materials:

Appropriate texts include:

Bernardin, J. (2007). *Human resource management: An experiential approach* (4th ed.). New York: McGraw Hill Publishing Company.

Cascio, WF. (2005). *Applied psychology in human resource management* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Guion, R. M. (1998). *Assessment, measurement, and prediction for personnel decisions*. Mahwah, NJ: Erlbaum.

Ivancevich, J. M. (2007) *Human resource management* (10th ed.). New York: McGraw Hill Publishing Company.

Milkovich, G. T. & Boudreau J. W. (2004) *Human resources management* (8th ed.). New York: McGraw Hill Publishing Company.

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

4. Resources:

- 4.1 Library resources: There will be no need for additional library resources.
 4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty in the Ed.D. program will teach this course.
 5.2 Special equipment needed: None
 5.3 Expendable materials needed: None
 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Department of Psychology _____

CEBS Curriculum Committee _____

Graduate Council _____

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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LIBRARY RESOURCES

Revised November 1996

Date: January 12, 2007

Proposed Course Name and Number:

PSY 771: Course title: Human Resources Management and Personnel Decisions for Organizational Leaders

Current Library holdings in support of the described course are:

Adequate Inadequate*

***Additional materials which would raise support to an adequate level:**

Monographs or Nonprint Resources:

None _____

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Current library holdings should be sufficient

Comments: References in bibliography are representative of references needed for the course. Articles/books not currently held in our library likely can be obtained through interlibrary loan or another reference in our collection can be substituted.

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

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

Contact Person: Betsy Shoenfelt, betsy.shoenfelt@wku.edu, 745-4418

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 773
- 1.2 Course title: Employee Training and Development Issues for Organizational Leaders
- 1.3 Abbreviated course title: Training & Develop. for Leaders
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S—Seminar
- 1.6 Prerequisites: Admission to Ed.D program or permission of instructor
- 1.7 Catalog course listing: Review of training needs assessment, issues in the design and development of training programs, evaluation of training programs, methods and delivery systems for training, managing the training function, and special issues in training.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will be an elective course for the Organizational Leadership track of the Ed.D. in Educational Leadership. Organizational leaders are responsible for ensuring their employees have knowledge, skills, and abilities that are current and meet the competency demands of the organization. Training and development are frequently required to meet these demands. This course is designed to enhance the knowledge and abilities of candidates in the Ed.D. program related to training and development in organizations. Training and development of employees is an area of particular relevance to leaders in education-related organizations.
- 2.2 Projected enrollment in the proposed course: 15- 20 (only for students in the Ed.D. program, which has a targeted cohort size of 25)
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a doctoral level course for students in the Ed.D. program. It is among a short list of electives required to meet degree requirements in the Organizational Leadership track. There are no current courses that address these topics at the doctoral level. PSY 673: Advanced Training in Business and Industry, a master's level course, addresses issues in training and development but is targeted for individuals who will be developing instruments for needs analysis and analyzing data; designing and developing training programs, and conducting program evaluation. PSY 773 is targeted for individuals that are overseeing training and development in organizations and who are the likely users of the technical services provided by those taught in PSY 673. Students in PSY 773 will participate in the direction and delivery of training and development, but are less likely to be involved in the technical aspects of needs analysis and program evaluation.
- 2.4 Relationship of the proposed course to courses offered in other departments: BA 560: Contemporary Human Resource Management, addresses training and development. However, BA 560 is a survey of human resource management that covers additional topics including selection and placement, compensation, labor relations, occupational safety, and employee rights. PSY 773, rather than providing a survey of human resource management, provides in-depth coverage of training and development. Several Education courses (e.g., ADED 510: Intro to Adult Education, ADED 520:

Methods for Teaching Adults, ADED 530: Program Development for Adults) address topics of adult learning. These courses differ from PSY 773 in at least two ways. First, the ADED courses focus on adult learning in schools and other educational settings while PSY 773 focuses on the training of employees in their work setting. Second, PSY 773 covers various aspects of training and development in a single semester, whereas the ADED courses provide several semesters of coverage.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The proposed course is similar to doctoral level courses such as the following examples from other institutions:

Clemson University

PSYCH 860: Psychology of Training and Evaluation

Evaluation issues such as criteria development, organizational assessment, process and outcome criteria along with instructional methodologies, such as fairness in training, special populations, second careers, hard-core unemployment, and ethics of organizational and industrial change.

Illinois Institute of Technology

PSYC 555: Seminar in Industrial Training

Survey of various types of training and development programs used in industry. Also included are related major issues, specific techniques, assessment of training needs and evaluation of training programs.

New York University

Training in Organizations 89.2073

Development of skills in designing and evaluating training programs. Examination of stated or intended purposes of training programs and methods used to analyze training needs.

NC State University

Training Research 767

A survey of conceptual and research literature on training. Topics include needs assessments, learning, transfer, maintenance, criterion and evaluation issues, as well as a review of research on specific training techniques. Emphasis on research methods and findings, not skill development in specific training techniques.

3. Discussion of proposed course:

- 3.1 Course objectives: After successfully completing this course, the student will have knowledge of issues related to training and development in organizations such that he/she can:
- direct strategic organizational, task, and person analysis
 - develop training objectives
 - design the learning environment in accordance with principles of adult learning, trainee issues, motivational theories applied to training, and conditions of transfer
 - oversee the evaluation of training programs
 - identify and appropriately apply instructional approaches including traditional approaches and emerging technologies
 - manage the training function
 - appropriately implement programs that address special issues such as training older workers, the hard core unemployed, raters, disabled workers, employee socialization.
- 3.2 Content Outline: Topics will include the following:
- Overview of Training and Instructional Design, Including The Scope of the Instructional Process, Training Technology Development, and Instructional Technology

- Training Needs Assessment Including Strategic Organization Analysis, Task Analysis, Person Analysis, and Determining Training Objectives
- Designing Training Programs and the Instructional Environment Including Conditions of Learning and Underlying Theory, Principles of Adult Learning, Trainability, Conditions of Practice, Individual Differences, Conditions of Transfer, Theory and Application of the Principles of Motivation, and Principles of Instructional Design
- Criterion Issues Including Criterion Development, The Evaluation of Criterion, Dimensions of Criteria, and Types of Criteria
- Evaluation of Training, including Methodological Considerations in the Use of Experimental Designs, Internal/External Validity Issues, and Utility Considerations
- Methods and Techniques of Training, including Control Procedures: On-the-Job Training & Lecture Methods, Programmed Instruction/Computer Assisted Instruction, Simulations, and Other Methods and Techniques
- Issues in Training, including Training of Special Groups, Legal and Equal Employment Opportunity Concerns, and Ethical Concerns

3.3 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to discuss these in class. Students will be assigned various presentation topics for which they will lead class discussion. Students will complete a written review of the literature on a topic relevant to this course and their personal leadership objectives. A midterm and a final examination will cover the course content.

3.4 Tentative texts and course materials:

Appropriate texts include:

Ford, J. K. (Ed.). 1997. *Improving training effectiveness in work organizations*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kraiger, K. (Ed.). 2002. *Creating, implementing, and managing effective training and development*. San Francisco: Jossey-Bass.

Gagne, R. M., Briggs, L. J., & Wager, W. W. 1992. *Principles of instructional design* (4th ed.). Orlando: Harcourt Brace Janovich.

Goldstein, I. L. & Ford, K. 2002. *Training in organizations* (4th ed.). Monterey, CA: Brooks/Cole.

Goldstein, I. L. & Associates 1989. *Training and development in organizations*. San Francisco: Jossey Bass Publishing.

Quinones, M. A. & Ehrenstein, A. 1997. *Training for a rapidly changing workplace. Applications of Psychological Research*. Washington, D.C.: American Psychological Association.

Wexley, K. N. & Latham, G. P. 2002. *Developing and training human resources in organizations*, (3d ed.). New York: Harper Collins Publishers, Inc.

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.1 Library resources: There will be no need for additional library resources.

4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty in the Ed.D. program will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Department of Psychology _____

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
PSY 773

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LIBRARY RESOURCES

Revised November 1996

Date: January 12, 2007

Proposed Course Name and Number:

PSY 773: Employee Training and Development Issues for Organizational Leaders

Current Library holdings in support of the described course are:

Adequate Inadequate*

***Additional materials which would raise support to an adequate level:**

Monographs or Nonprint Resources:

None _____

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Current library holdings should be sufficient

Comments: References in bibliography are representative of references needed for the course. Articles/books not currently held in our library likely can be obtained through interlibrary loan or another reference in our collection can be substituted.

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

University Honors Program
Proposal to Create a New Course
Contact Person: Craig T. Cobane
Craig.Cobane@wku.edu
(270) 745-2081

1. Identification of proposed Course

- 1.1. Prefix and number: HON 175
- 1.2. Title: Honors University Experience - Leadership
- 1.3. Abbreviated Title: Hon: University Experience
- 1.4. Credit hours and contact hours: 3 Credit hours/3 Contact hours
- 1.5. Type of course: Seminar (S)
- 1.6. Prerequisites, corequisites and/or special requirements: For beginning college freshmen or transfer students with fewer than 24 hours of credit, who are accepted into the Honors Program.
- 1.7. Catalog course listing: Transition to University Experience. Topics include advanced study skills, critical thinking skills, explorations of majors and careers, degree programs, campus resources and personal development. Special attention is given to educational requirements and opportunities within the University Honors Program, leadership education, and developing leadership behaviors and skills.

2. Rationale

- 2.1. Reason for developing the proposed course: This program-specific section of the University Experience will allow the University Honors Program to offer sections of the course that will include additional material relevant to highly motivated, high-achieving students. Those enrolling in Honors UC 175 will receive the core content from the two-credit UC 175, plus additional content in leadership and the Honors Program. In essence, the University Honors Program's request for enhancing the base two-credit UC 175 course will allow us to join the other 34 departments and colleges that currently offer similarly enriched three-credit sections.
- 2.2. Projected enrollment in the proposed course: Up to 20 students in each section. This projection is based on historic enrollments from this past fall when we offered this course on a one-time only basis. The University Honors Program is planning two sections for Fall 2007.

3. Discussion of proposed course

- 3.1 Course objectives: In addition to the core objectives for UC 175, students will become knowledgeable about:
- Requirements for graduating from the University Honors Program;
 - How it fits with their major/minor or course of study;
 - The Capstone Experience/Thesis (CE/T) Project and how to prepare for it;
 - Various Honors enrichment experiences (i.e., field trips, etc.);
 - Graduate/professional school, study abroad, domestic semester opportunities (i.e., The Washington Center and NCHC Honors Semester) and Prestigious Scholarships);
 - Basic leadership concepts and theories;

- Critical behaviors of effective leaders;
- Tools available for measuring and improving leadership effectiveness; and
- Their leadership styles and behaviors.

3.2 Course outline: In addition to the core content for UC 175, the course will cover the following topics:

- Honors Student Handbook;
- CE/T Handbook;
- Leadership Studies Certificate and DLI program;
- Getting involved in University Honors Program (student organization, newsletter, etc.);
- What the GRE, LSAT, MCAT, etc. are and what they focus upon;
- How to apply for and fund a study abroad trip;
- How to apply for and fund a Washington Semester experience; and
- What you need to know about Prestigious and Nationally Competitive Scholarships.

3.3 Student expectations and requirements: In addition to the UC 175 requirements, including selected common reading, on-line skills component, and student enrichment activities, students will be expected to:

- Participate in the Leadership Assessment Center;
- Complete a leadership term project focused on assessing leadership skills;
- Participate in informal leadership seminars with local community leaders.

3.4 Tentative texts and course materials: In addition to UC 175 texts and materials, texts will be selected from books such as the following:

Duban, James (2005) *The Complete Guide to Academic Stardom*. Victoria, Canada: Trafford.

Kouzes, James M. and Posner, Barry Z (2002) *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.

Northouse, Peter G. (2007) *Leadership Theory and Practice*. Thousand Oaks, CA: Sage Publishing.

Roesnbach, William E. and Taylor, Robert L. (2001) *Contemporary Issues in Leadership*. Cambridge, MA: Westview Press.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

- | | |
|-----------------------------------|-------------------------------|
| - Honors Program | <u>1 December 2006</u> |
| - CEBS Curriculum Committee | _____ |
| - University Curriculum Committee | _____ |
| - University Senate | _____ |

Bibliography for Honors University Experience - Leadership

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- Roesnbach, William E. and Taylor, Robert L. (2001) *Contemporary Issues in Leadership*. Cambridge, MA: Westview Press.

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 345
- 1.2 Course title: *Teaching Strategies for Elementary Teachers I*
- 1.3 Credit hours: 3

2. Current prerequisites/co requisites:

Prerequisites: EDU 250, and PSY 310 with a grade of “C” or higher; a passing score on specified standardized instrument and admission to Teacher Education pending.
Co requisite: ELED 355

3. Proposed prerequisites/co requisites/special requirements:

Prerequisites: EDU 250, and PSY 310 with a grade of “C” or higher; a passing score on specified standardized instrument and admission to Teacher Education pending.
Prerequisite or Co requisite: EXED 330

4. Rationale for the revision of prerequisites/co requisites/special requirements:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. ELED 345 *Teaching Strategies for Elementary Teachers I* will be a stand alone course and will not be part of the pre-block experience with ELED 355. EXED 330 will be a pre or co requisite so students will have the content before the ELED 355 *Diversity in the Classroom* Class.

5. Effect on completion of major/minor sequence:

No effect

**6. Proposed term for implementation:
Summer 2007**

7. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 355
- 1.2 Course title: Student Diversity in the Classroom
- 1.3 Credit hours: 3

2. Current prerequisites/co requisites:

Prerequisites: EDU 250, and PSY 310 with a grade of “C” or higher; a passing score on specified standardized instrument and admission to Teacher Education pending.
Co requisite: ELED 345

3. Proposed prerequisites/co requisites/special requirements:

EDU 250, PSY 310, EXED 330 and ELED 345 with a grade of “C” or higher; a passing score on specified standardized instrument and admitted to Teacher Education.
Co requisites: ELED 407 and 365

4. Rationale for the revision of prerequisites/co requisites/special requirements:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. Faculty determined that this sequence of courses would better prepare teacher candidates for the more diverse classrooms of today.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction 1-25-2007

CEBS Curriculum Committee _____

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 300
- 1.2 Course title: Investigations in Secondary Education
- 1.3 Credit hours: 1-3

2. Rationale for the course deletion: Elementary Education used to be a separate department from Middle Grades and Secondary Education, so separate versions of some courses were created in the two departments. One example of this duplication is the existence of ELED 300 *Investigations in Elementary Education*, and SEC 300 *Investigations in Secondary Education*. Now, however, the two departments have been combined into the Department of Curriculum and Instruction, and there is no need to have separate courses for independent study credit. Therefore, the faculty are proposing to revise ELED 300 as EDU 400, thereby making it appropriate for students in any undergraduate professional education program. Once that has occurred, there is no need to retain SEC 300.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Summer 2007

5. Dates of prior committee approvals:

Department of Curriculum and Instruction:	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ELED 300
- 1.2 Course title: Investigations in Elementary Education
- 1.3 Credit hours: 1-3

2. Revise course prefix:

- 2.1 Current prefix: ELED
- 2.2 Proposed prefix: EDU
- 2.3 Rationale for revision of prefix: Elementary Education used to be a separate department from Middle Grades and Secondary Education, so separate versions of some courses were created in the two departments. Now, however, the departments have been combined into the Department of Curriculum and Instruction, and there is no need to have separate courses for independent study credit. Use of the EDU prefix will indicate that the course is appropriate for students in any of the three programs (Elementary, Middle, or Secondary Education), as well as for students in Business and Marketing Education, Exceptional Education, and Interdisciplinary Early Childhood Education.

3. Revise course title:

- 3.1 Current course title: Investigations in Elementary Education
- 3.2 Proposed course title: Investigations in Education
- 3.3 Proposed abbreviated title: Investigations in Education
- 3.4 Rationale for revision of course title: The proposed title will be consistent with the intention to have the course serve students from all undergraduate teacher preparation programs.

4. Revise course number:

- 4.1 Current course number: 300
- 4.2 Proposed course number: 400
- 4.3 Rationale for revision of course number: Independent study projects in education are more appropriate after students have completed at least some of the courses required for the major. However, all or most of the required courses in the various teacher preparation programs are presently numbered above 300. Renumbering this course will communicate that students should be ready for senior-level course work before beginning independent study projects. Also, program faculty intend that this course will be used by education students in the Honors Program who will be completing Honors Capstone Experiences. For this reason, a course number at the 400-level, indicating that it is for advanced undergraduate students, seems more appropriate.

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
Individual investigations of methods and materials, curriculum problems, the elementary school, and other areas of need or interest related to elementary education.
- 5.2 Proposed course catalog listing:
Individual investigations of methods and materials, curriculum problems, or other topics related to professional education.
- 5.3 Rationale for revision of course catalog listing: The proposed description will be consistent with the intention to have the course serve students from any undergraduate teacher preparation program.

6. Revise course credit hours:

- 6.1 Current course credit hours: 1-3
- 6.2 Proposed course credit hours: 1-3; may be repeated five times for a maximum of 6 credit hours
- 6.3 Rationale for revision of course credit hours: This course will be used by students in the Honors Program who will be completing Honors Capstone Experiences. Because the Honors Capstone Experience requirement is 6 hours, the course needs to be changed to allow students to enroll more than once and earn up to 6 hours of credit.

7. Proposed term for implementation: Summer 2007

8. Dates of prior committee approvals:

Department of Curriculum and Instruction:	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction**

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

**Proposal to Create a New Course
(Action Item)**

Contact Person: S. Kay Gandy, Ed.D. email: kay.gandy@wku.edu phone: 745-2991

1. Identification of proposed course:

- 1.1 Course prefix and number: EDU 507/GEOG 507
- 1.2 Course title: Geographic Concepts and Skills for Teachers
- 1.3 Abbreviated course title: Geography for Teachers
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites, corequisites and/or special requirements: None
- 1.7 Course catalog listing:

Designed for experienced social studies, earth science, and geoscience teachers. Provides up-to-date geographic content, information, and related geographic skills associated with geography core content for the P-12 classroom.

2. Rationale:

2.1 Reason for developing the proposed course:

This course is designed for Masters of Arts in Education (MAE) Elementary, Middle and Secondary Education graduate students, Educational Specialist Degree students, Non Degree Planned Fifth and Sixth year students, and Master's level geography students. Presently, no such course exists that combines both the MAE program leading to initial or advanced certification for education students and the M.S. degree for geography students. Geography concepts are presented in the Advanced Materials and Methods for Social Studies (ELED 507) course for MAE students, but in a limited manner.

Since geography is part of the core content for teachers and is assessed in Kentucky in the fifth, eighth, and eleventh grades, it is essential that teachers have the necessary background to teach the content. Many geography students are preparing to teach at community colleges or universities, yet have no instruction in pedagogy. By pairing geographers with teachers, the content knowledge gained will benefit the teachers and the experience using pedagogy to apply geographic knowledge will benefit the geographers.

2.2 Projected enrollment in the proposed course:

Based on the program enrollments in education and geography, it is anticipated that 25 students will enroll per offering.

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

Within the College of Education, there are several courses that contain a limited amount of geographic content for teachers.

ELED 507 *Advanced Materials and Methods for Social Studies* offers elementary level MAE students the opportunity to learn strategies, pedagogy, and quality materials that could be used to teach civics, geography, history, economics, and culture and society (the five sub domains of social studies as defined by the Kentucky Department of Education).

ENVE 520, *Introduction to Environmental Education* offers an introduction to the field of environmental education.

ENVE 580, *Instructional Strategies in Environmental Education* emphasizes the study of education in and about the environment

ENVE 585, *Special Topics in Environmental Education* was developed to be used for special programmatic and research opportunities by students pursuing the EE endorsement.

MAE students in the middle and secondary grades must take 12 to 15 hours of content related to the discipline in which the candidate is certified. Most students take history related courses, however, as there are very few geography courses for teachers.

Although each of these courses presents some content in geography, the limited concepts and the lack of depth do not adequately prepare teachers for instruction required in school curriculums. These courses neglect to introduce geographic concepts related to Kentucky Program of Studies and National Geography Standards. The proposed course will address the existing gaps in pedagogy for teachers of geography and geoscience.

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

Within the Department of Geography and Geology, there are two courses written specifically for teachers that contain geographic content.

GEOG 451G Kentucky Geography

Regional study assessing the natural and human resources with special attention to current ecological, social, and economic problems.

GEOG 524 Meteorology for Earth Science Teachers

Basic weather course with emphasis on new developments and applications in the classroom.

These courses present important geoscience concepts for teachers, but neglect to introduce geographic concepts related to Kentucky Program of Studies and National Geography Standards. The proposed course will address the existing gaps in pedagogy for teachers of geography and geoscience.

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

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in

The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of course offerings for teachers at these institutions found that most of the education courses focus on instruction in elementary social studies, with reference to geography. Middle Tennessee University offers a geography major option for teachers, which requires 30 hours of content. Eastern Michigan offers two geography courses for educators:

GEOG 348 Teaching Social Studies in the Elementary School

Teaching maps, globes, controversial issues, social values, environmental education, consumer education, global education, and ethnic groups

GEOG 520 GIS Intro for Educators

Introduces Geographic Information Systems software to professional educators.

The University of Kentucky, although not a part of the Renaissance Partnership Project, offers the following courses:

GEOG 430G Physical Geography for Teachers

The primary focus in this course is in developing effective teaching techniques for levels K-12 by fostering an understanding of material, a knowledge of resource materials, and experience in applying physical geography to situations outside the classroom.

GEOG 452G World Geography for Teachers

Approaches to teaching geographic themes and concepts within the context of the world's major regions and countries in grade levels K-12. Addresses those issues and problems that affect world regions in the context of the following broad themes: location, place, movement, regions, and human-environment interactions.

3. Discussion of proposed course:

3.1 Course objectives:

Students will be able to:

- Provide background for an adequate understanding of essential skills and concepts associated with geography core content for P-12 teachers
- Model or illustrate sound activities, strategies, and representations to communicate specific geography content to students, including connections to the real world
- Analyze issues and problems to better understand how humans have interacted with their environment
- Create student assessments aligned with geography core content appropriate for students' developmental levels in the P-12 classroom
- Use technology for academic thinking, discussion, and data analysis
- Investigate how geographic factors influence climate, culture, population, settlement, the economy, and world events
- Plan for activities applying geography to situations outside the classroom

3.2 Course outline:

Five Themes of Geography

- Location
- Place
- Human/Environment Interaction
- Movement
- Region

Skills in Geography

- Asking Geographic Questions
- Acquiring Geographic Information
- Organizing geographic Information
- Analyzing Geographic Information
- Answering Geographic Questions

Use of Geographic Tools

- Interpretation and Creation of Maps
- Technology in Geography

Human/Environment Relations

- Reasons for and Consequences of Human Modification
- Resources and Limitations
- Natural Hazards
- Population Growth
- Global Interdependence

3.3 Student expectations and requirements:

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Online Discussion of Selected Book
- Participation in Class Discussion and Activities
- Course Readings
- Web-Based Assignments
- Exams
- Assessment Development
- Lesson Plan Development
- Field Project

3.4 Tentative texts and course materials:

Required Texts:

Gersmehl, P. (2005). *Teaching Geography*. New York: The Guilford Press.

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

de Blij, H. (2005). *Why geography matters: Three challenges facing America*. New York: Oxford Press.

Schaffer, F. (2005). *Everything You Need to Know About Geography Homework*. New York: Scholastic, Inc.

Recommended Texts:

Geography for Life (1994). Washington, D.C.: National Geographic Research & Exploration: Author.

Path Toward World Literacy: A Standards-Based guide to K-12 Geography (1994). Washington, D.C.: National Geographic Society: Author.

4. Resources:

4.1 Library resources:

The Library has indicated that current resources are adequate to support this course. Currently, all resources can be found in the university library.

4.2 Computer resources:

The College of Education and Behavioral Sciences and the College of Geography and Geology have adequate computer resources for faculty and student support.

5. Budget implications:

5.1 Proposed method of staffing:

Graduate faculty in Curriculum and Instruction or in Geography and Geology will teach this course.

5.2 Special equipment needed:
No special equipment is needed for this course.

5.3 Expendable materials needed:
No special materials are needed for this course.

5.4 Laboratory materials needed:
No laboratory supplies are needed for this course.

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:

Curriculum & Instruction Department/Division: January 26, 2007

CEBS Curriculum Committee

Department of Geography and Geology January 24, 2007

Ogden College of Science & Engineering

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

- Bednarz, R. & Peterson, J. (eds.). (1995). *A decade of reform in geographic education: Inventory and prospect*. Indiana, PA: National Council for Geographic Education.
- Butt, G. (2001). *The continuum guide to geography education*. New York: Continuum International Publishing Group.
- Douglass, M. (1999). *The history, psychology, and pedagogy of geographic literacy*. Westport, CT: Praeger Paperback.
- Fisher, C. (2000). *Issues in geography teaching*. New York: RoutledgeFalmer.
- Kent, A. (2001). *Reflective practice in geography teaching*. Sage Publications, Ltd.
- O'Mahony, K. (2002). *Geography and education: Through the souls of our feet* (2nd ed.). Seattle, WA: EduCare Press.
- Palmer, J. (2005). *Environmental education in the 21st century: Theory, practice, progress, and promise*. New York: RoutledgeFalmer.
- Sharma, M. & Elbow, G. (2000). *Using internet primary sources to teach critical thinking skills in geography*. Westport, CT: Greenwood Press.
- Sobel, D. (1998). *Mapmaking with children: Sense of place education for the elementary years*. Portsmouth, NH: Heinemann.
- Schaffer, F. (2003). *Teaching the five themes of geography, grades 5 and up*. Grand Rapids, MI: Frank Schaffer Publications.
- Schaffer, F. (2001). *Everyday geography*. Grand Rapids, MI: Frank Schaffer Publications.

Key Journals:

Social Studies and the Young Learner

Social Education

Journal of Geography

Focus on Geography

The Geography Teacher

Professional Geographer

Journal of Geography in Higher Education

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Persons: Dr. Tabitha Daniel tabitha.daniel@wku.edu 745-2615
 Dr. Barbara Kacer barbara.kacer@wku.edu 745- 4430

1. Identification of course:

- 1.1 Current course prefix: EDU 501
- 1.2 Current course title: Seminar: Designing Professional Development Plan
- 1.3 Credit hours: 1

2. Proposed course credit hours: 2

3. Rationale for the revision of course credit hours:

A review of the course led the faculty to conclude that the amount of work students do surpasses what is considered “usual” for a one-hour course. In fact, a number of students have stated that while EDU 501 is a useful course, it should be worth more than one hour of course credit. Furthermore, increasing the credit hours to two will permit shifting the initial creation of a professional portfolio, which is one of the requirements in EDU 596 *Seminar: Portfolio Development and Professional Education Growth Plan*, to EDU 501, thus providing a better sequence for student learning.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	1/26/2007
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Dr. Tabitha Daniel – Tabitha.daniel@wku.edu 745.2615
Dr. Barbara Kacer – Barbara.kacer@wku.edu 745.4430

1. Identification of course:

- 1.1 Current course prefix: EDU 596
- 1.2 Current course title: Portfolio Development and Professional Education Growth Plan
- 1.3 Credit hours: 2

2. Proposed course credit hours: 1

3. Rationale for the revision of course credit hours:

If the proposed change in hours for EDU 501 is approved, students will begin portfolio construction in that course; therefore, the content of EDU 596 will be reduced. Essentially, some of the content of EDU 596 is being shifted to EDU 501, so the credit hours need to be accordingly revised.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	1/26/2007
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)**

Contact Person: Terrence McCain, Ph.D. terry.mccain@wku.edu 745-6055

1. Identification of proposed course:

- 1.1 MGE 385
- 1.2 Course title: Middle Grades Teaching Strategies
- 1.3 Abbreviated course title: MGE Teaching Strategies
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: (L) Lecture
- 1.6 Prerequisite: MGE 275
- 1.7 Course catalog listing:
Emphasizes the demonstration of generic teaching strategies and communication skills related to middle grades education and the integration of content methodologies, including classroom management practices and multicultural awareness through interdisciplinary /cooperative planning. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The undergraduate degree program in Middle Grades Education at Western Kentucky University is designed to prepare pre-service teachers who will demonstrate skills needed to match instruction with individual needs of early adolescent learners. Specifically, undergraduates will be expected to demonstrate critical performances involving lesson planning, video taped teaching of early adolescents, KTIP self evaluation, interdisciplinary unit planning, and professional portfolio development. Students expressed a need to have this learning opportunity before they enrolled in their area methods courses. This course will fill the gap that students were experiencing in the program by addressing these issues before students enroll in their area methods courses. The proposed course will replace MGE 485 in the program.
- 2.2 Projected enrollment in the proposed course:
Based on recent enrollments and growth in the Middle Grades Program, 40 students are expected to enroll in this course. This includes off campus ITV students.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The proposed course will replace the present course (MGE 485) in the sequence of courses. Students will be required to have completed MGE 275 *Foundations of Middle Grades Instruction* before enrolling in MGE 385. MGE 385 will be a prerequisite to MGE 474-481, the Middle Grades

Content Area Teaching courses. The proposed course is similar to ELED 345 *Teaching Strategies for Elementary Teachers* and SEC 351 *Teaching Strategies for Secondary Schools* in that teaching strategies, instructional delivery, and assessment are included in the course.

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

The proposed course is also similar to IECE 494 *Advanced Curriculum Development for Young Children* in the Department of Special Instructional Programs; ART 311 *Foundations of Art Education and Methods I* in the Department of Art, MUS 312 *Teaching Music in the Primary Grades*, CFS 381 *Methods and Materials in Family and Consumer Sciences Education*, and other methods courses in various departments. All of these courses address teaching strategies, instructional delivery, and assessment, but each is targeted toward a specific population of students.

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

Eight other colleges and universities in the state of Kentucky offer Middle Grade Education programs of study. The proposed course is similar to Eastern Kentucky University's EMG 430 and Northern Kentucky University's EDU 318, and EDU 345-347 methods courses.

3. Discussion of proposed course:

3.1 Course objectives:

Skill levels for students regarding the Kentucky New Teacher Standards involve primarily application and analysis.

Students will be able to:

- Design and plan instruction, including identifying behavioral objectives, and using interdisciplinary themes.
- Challenge learners in a supportive manner, select media rich materials and respond to diverse student needs.
- Link learning with prior knowledge and model concepts to be learned.
- Use multiple assessment strategies.
- Accurately analyze lesson effectiveness and evaluate the effects of learning experiences for all students.
- Articulate personal strengths and priorities for growth.
- Communicate knowledge of the Kentucky Core Content, Program of Studies, and connect knowledge to real life situations.
- Demonstrate knowledge of the use of technology and use technology to support instruction.

3.2 Content outline:

Lecture, cooperative, group work, fieldwork, class discussion, and technology lab activities will be utilized to engage students in the following topics:

- Planning strategies for diverse learners
- Collaborating with colleagues to integrate content
- Professional standards and ethics
- Technology as a classroom tool
- Performance assessment
- Interdisciplinary unit plan
- KTIP lesson planning

- Self evaluation
- Professional development
- Teaching early adolescents

3.3 Student expectations and requirements:

Assessment of student learning will be based on a combination of assignments and exams, including the following:

- Authentic Planning and Assessment Strategies for Diverse Learners (lesson Planning)
- Interdisciplinary Unit Plan / Collaboration project
- Field Experience Journal
- Professional Growth Plan
- Teacher Work Sample – three sections
- Exams midterm and final

3.4 Tentative texts and course materials:

Required Texts:

Henson, Kenneth T. (2004) *Constructivist Teaching Strategies for Diverse Middle Level Classrooms*. Boston, MA Allyn and Bacon.

Kentucky Department of Education (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education (2006). *New teacher standards*. Frankfort, KY: Author.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support

5. Budget implications:

5.1 Proposed method of staffing:
Faculty in Curriculum and Instruction (MGE) will teach this course

5.2 Special equipment needed:
No special equipment is needed for this course

5.3 Expendable materials needed:
No expendable materials will be needed for this course

5.4 Laboratory materials needed:
No laboratory supplies are needed for this course

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:	Date
Department of Curriculum and Instruction	<u>10-27-06</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

- Bloom, B.S. (1956). *Taxonomy of educational objectives. Handbook I: Cognitive domain*. New York: McKay
- Glasgow, N. & Hicks, C. (2003). *What successful teachers do*. Thousand Oaks, CA: Corwin Press
- Henson. H.T. (2004). *Constructivist teaching strategies for diverse middle –level classrooms*. Boston: Pearson
- Joyce. B., Wiel,M. & Calhoun. E. (2000). *Models of teaching*. Needham Heights: MA: Pearson
- Ornstein. A. & Sinatra. R. (2005). *Instructional methods: a literacy perspective*. Boston: Pearson
- Stevenson. C. (2002). *Teaching ten to fourteen year olds*. Boston: Pearson

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise a Program
(Action Item)**

Contact Person: Dr. Tabitha Daniel e-mail: tabitha.daniel@wku.edu phone: 5-2615

1. Identification of Program

- 1.1 Reference Number: 579
- 1.2 Current Program Title: Middle Grades Education
- 1.3 Credit Hours: 34-37 hours of professional Education plus 24-36 hours of content course work

2. Identification of the proposed change:

- Substitute MGE 385 Middle Grades Teaching Strategies for MGE 485 Middle Grades Teaching Strategies as a required course in the professional education category of the program.

3. Detailed program description:

Current Program:	Proposed Program:
<u>Professional Education (34-37 hours)</u>	<u>Professional Education (34-37 hours)</u>
MGE 275 Middle Grades Foundations (3)	MGE 275 Middle Grades Foundations (3)
PSY 310 Educational Psychology (3)	PSY 310 Educational Psychology (3)
EXED 330 Intro. To Special Ed: Diversity in Lrng (3)	EXED 330 Intro. To Special Ed: Diversity in Lrng(3)
LTCY 421 Reading in the Middle Grades (3)	LTCY 421 Reading in the Middle Grades (3)
PSY 421 Psy of Early Adolescence (3)	PSY 421 Psy of Early Adolescence (3)
MGE 474-481 Content Methodologies (3-6)	MGE 474-481 Content Methodologies (3-6)
MGE 485 Middle Grades Teaching Strategies (3)	MGE 385 Middle Grades Teaching Strategies (3)
EDU 489 Student Teaching Seminar (3)	EDU 489 Student Teaching Seminar (3)
MGE 490 Student Teaching (10)	MGE 490 Student Teaching (10)
<u>Content Courses (24-36 hours)</u>	<u>Content Courses (24-36 hours)</u>
Program total: 58-73	Program total: 58-73

4. Rational for proposed program revisions:

Students and faculty in Middle Grades Education expressed their concerns that team planning, classroom management, and diversity awareness, were areas that were needed before methods courses. The proposed change for requiring MGE 385 as a prerequisite for Middle Grades Education methods courses aligns the WKU program with similar programs nationally.

5. Proposed term for implementation and special provisions:

Term: Fall 2007

6. Date of prior committee approvals:

Department of Curriculum and Instruction

01/25/07

CEBS Curriculum Committee

Professional Education Council

University Curriculum Committee

University Senate

Attachment: Program Inventory Form

Bibliography

- Bloom, B.S. (1956). *Taxonomy of educational objectives. Handbook I: Cognitive domain*. New York: McKay
- Glasgow, N. & Hicks, C. (2003). *What successful teachers do*. Thousand Oaks, CA: Corwin Press
- Henson. H.T. (2004). *Constructivist teaching strategies for diverse middle –level classrooms*. Boston: Pearson
- Joyce. B., Wiel,M. & Calhoun. E. (2000). *Models of teaching*. Needham Heights: MA: Pearson
- Ornstein. A. & Sinatra. R. (2005). *Instructional methods: a literacy perspective*. Boston: Pearson
- Stevenson. C. (2002). *Teaching ten to fourteen year olds*. Boston: Pearson

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 365
- 1.2 Course title: Teaching Strategies II
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites:

Prerequisites: LTCY 320, ELED 345 and ELED 355 with a grade of "C" or higher; admitted to Teacher Education
Corequisites: LTCY 420, ELED 407

3. Proposed prerequisites/corequisites:

Prerequisites: EXED 330 and ELED 345 with a grade of "C" or higher; admitted to Teacher Education.
Corequisites: ELED 355 and ELED 407

4. Rationale for the revision of prerequisites/co requisites:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. Faculty determined that this sequence of courses would better prepare teacher candidates for the more diverse classrooms of today.

LTCY 420 *Materials and Methods for Reading Instruction* is now a "stand-alone" course.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 407
- 1.2 Course title: Materials and Methods in Social Studies
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites:

Prerequisites: LTCY 320, ELED 345 and ELED 355 with a grade of "C" or higher; admitted to Teacher Education, completion of the General Education Category "C" Social and Behavioral Science courses.
Corequisites: LTCY 420, ELED 365

3. Proposed prerequisites/corequisites:

Prerequisites: EXED 330 and ELED 345 with a grade of "C" or higher; admitted to Teacher Education, completion of the General Education Category "C" Social and Behavioral Science courses.
Corequisites: ELED 355 and 365

4. Rationale for the revision of prerequisites/corequisites:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. Faculty determined that this sequence of courses would better prepare teacher candidates for the more diverse classrooms of today.
LTCY 420 *Materials and Methods for Reading Instruction* is now a "stand-alone" course.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 405
- 1.2 Course title: Teaching Mathematics in the Elementary School
- 1.3 Credit hours: 3

2. Current prerequisites/co requisites:

Prerequisites: Math 211, Math 212, LTCY 420, ELED 365 and ELED 407 with a grade of “C” or higher; admitted to Teacher Education.
Corequisites: ELED 406 and 465

3. Proposed prerequisites/co requisites/special requirements:

Prerequisites: MATH 212; LTCY 420, ELED 355, 365, and 407 with grades of “C” or higher; completion of General Education Category D1 Science courses; admitted to Teacher Education.
Corequisites: ELED 406 and 465

4. Rationale for the revision of prerequisites:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. Faculty determined that this sequence of courses would better prepare teacher candidates for the more diverse classrooms of today.
The revised Block I courses ELED 355, 365 and 407 are now prerequisites for the Block II courses of ELED 405, 406, and 465.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 406
- 1.2 Course title: Teaching Science in the Elementary School
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites:

Prerequisites: Math 211, Math 212, LTCY 420, ELED 365 and ELED 407 with a grade of “C” or higher; completion of General Education Category D1 Science courses; admitted to Teacher Education.

Corequisites: ELED 405 and ELED 465

3. Proposed prerequisites/co requisites/special requirements:

Prerequisites: MATH 212; LTCY 420; ELED 355, 365, and 407 grades of “C” or higher; completion of General Education Category D1 Science courses; admitted to Teacher Education.

Corequisites: ELED 405 and ELED 465

4. Rationale for the revision of prerequisites:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. Faculty determined that this sequence of courses would better prepare teacher candidates for the more diverse classrooms of today.

The revised Block I courses ELED 355, 365 and 407 are now prerequisites for the Block II courses of ELED 405, 406, and 465.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction 1-25-2007

CEBS Curriculum Committee _____

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 465
- 1.2 Course title: Senior Projects in the Elementary School
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites:

Prerequisites: Math 211, Math 212, LTCY 420, ELED 365, ELED 407, with a grade of “C” or higher; completion of General Education Category D1 Science courses ;admitted to Teacher Education.
Corequisite: ELED 405 and ELED 406

3. Proposed prerequisites/corequisites:

Prerequisites: MATH 212; LTCY 420; ELED 355, 365, and 407 with grades of “C” or higher; completion of General Education Category D1 Science courses; admitted to Teacher Education.
Corequisites: ELED 405 and ELED 406

4. Rationale for the revision of prerequisites:

ELED 355 *Student Diversity in the Classroom* is being moved into the Elementary Block I experience with the ELED 407 *Social Studies* and ELED 365 *Teaching Strategies for Elementary Teachers II*. Faculty determined that this sequence of courses would better prepare teacher candidates for the more diverse classrooms of today.

The revised Block I courses ELED 355, 365 and 407 are now prerequisites for the Block II courses of ELED 405, 406, and 465.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>1-25-2007</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 270-745-4849

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CNS 581
- 1.2 Course title: International Students and Services in Higher Education
- 1.3 Abbreviated course title: International Student Services
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Explores international students' needs and interests and global issues confronting higher education. Focuses on increasing student intercultural awareness as a foundation for student services (domestic and abroad) and study abroad.

2. Rationale:

2.1 Reason for developing the proposed course: Higher education has become globalized resulting in a need for American campus internationalization and attention to competition posed by universities abroad for student enrollments (McCormack, 2005). Trends indicate a need for international student services in all postsecondary institutions as well as leadership in campus internationalization (Evelyn, 2005; McCormack). Recognizing the unique contribution of international students to the learning environment, course participants will be prepared to provide services and programs to meet the equally unique needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross cultural understanding. Student affairs program students and alumni, as well as current professionals in international student services, have expressed a need for graduate preparation in international student services. This course aligns with WKU Vision Statement to be a leading American university with international reach and the WKU Mission to prepare students to be productive, engaged leaders in a global society. The *Challenging the Spirit Strategic Plan* sets forth the goal of WKU to "create a campus culture that leads to increased diversity of the student population," with performance indicators of 'engaging at least 25 percent of students and faculty in international/ culturally diverse learning experiences' and increasing "the number of international students (+20 percent)" enrolled as stated in *Internationalizing Western: A Strategy*. The internationalizing strategy sets forth the following University initiatives served by this course: "work with each department to strengthen the international content of the curriculum," and to "put more emphasis on developing/promoting international learning experiences especially for graduate students."

2.2 Projected enrollment in the proposed course: Based on interest expressed by current Student Affairs Program students, the dearth of such programs nationwide, and professional contacts of the current director of the WKU Office of International Programs, beginning enrollments are projected to be 10, increasing over time.

2.3 Relationship of the proposed course to courses now offered by the department: This course would complement the courses designed to provide the theoretical foundation and parameters of professional practice for student affairs professionals. CNS 572 American College Student examines the characteristics of college students, examines the impact of college on students, and implications for

delivery of student services. This course is related to the proposed course in that it provides a framework of understanding diverse student populations and the implications for student services. CNS 555 Social and Cultural Diversity provides the philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings. Therefore, this course is related to the proposed course in enabling students to develop multicultural competencies, whereas the proposed course expands the competencies to intercultural competencies within the American and international university context. This proposed course will fill the gap of knowledge and skills related to international students and services.

- 2.4 Relationship of the proposed course to courses offered in other departments: This proposed course is specific to international students and services in higher education. Other courses offered in other departments may incorporate a global context and multicultural competencies and skills as related to a particular discipline. For example, COMM 561 Multinational Business Communication and COMM 587 Communication in Intercultural Negotiation focus on specific principles and skills in business communication with a global perspective. Additionally, FREN 427G Francophone Culture explores the culture of varied French speaking nations. The proposed course will be limited in providing a depth understanding of cultures that FREN 427G and appropriate topics offered as GERM 555 Topics in German Literacy & Cultural Studies and SPAN 555 Topics in Spanish Literacy & Cultural Studies would provide.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most courses oriented to international education are teacher preparation programs. International studies programs offer courses with an emphasis in broad issues of global economic and political governance, international relations, and issues of social justice. Seventeen programs nationwide include an international curricular component or provide international opportunities in student affairs (<http://www.ed.arizona.edu/csppp/index2.asp>). The international curricular component varies in these programs (e.g. comparative education courses, multicultural awareness program objectives, study abroad, internship/practica abroad, independent study, or student research). Very few institutions offer credentialing or degree programs with coursework in international student services. For example, a certificate program to train international educators has been newly introduced at Queens College in Kingston, Canada. However, the courses specific to international education are related to curriculum design and international program evaluation. Drexel Online University offers a Master of Science in Global and International Education. Courses in this program are more theoretical in orientation without focus on student services in American institutions or abroad. Currently one program exists focusing on international student services at the School for International Training (SIT) in Brattleboro, Vermont. The SIT Master of Arts degree program in international education provides options to educational exchange management and international education advising. Among the courses offered by SIT are IEDP5300 Advising Practicum in which students have the opportunity to develop intercultural advising skills. This proposed course is unique in that it aims to provide a theoretical applications oriented perspective on international students and services. Few higher education administration, student affairs, or college student personal programs have expanded their purview to include global education or internationalization. However, Indiana University Bloomington offers U550 International Students in American Higher Education in the Department of Higher Education and Student Affairs. This course prepares students for student affairs and higher education administrative positions to address the unique needs and interests of non-immigrant student populations with an emphasis on international student advising. The University of Central Arkansas offers MSCD 6360 Cultural Differentiation and Outreach which has a two-week study abroad component and focuses on multicultural education and an examination of the demographic, legal, political, economic, and linguistic issues related to culturally diverse students in higher education. A new course was introduced in Fall 2006 at the University of Florida, EDH 6931 Student Services: Domestic and International. The purpose of this web-course is to introduce students to the global nature of student services and how student populations utilize the services.

3. Discussion of proposed course:

3.1 Course objectives:

Students will distinguish characteristics of immigrant, non-immigrant, and international student and implications for student services.

Students will explore the needs and interests of international students.

Students will examine trends and global issues impacting higher education.

Students will analyze the impact of a culture's norms, values, and beliefs upon international students' experiences.

Students will demonstrate an understanding of the impact of culture on postsecondary education.

Students will exchange ideas and experiences with individuals from other countries.

Students will identify and develop the interpersonal skills for intercultural interaction.

Students will compare the historical and cultural evolution of varied educational systems.

Students will apply knowledge of student needs in developing programming to address campus internationalization.

3.2 Content outline:

Trends and global issues impacting higher education

- Implications of demographics, economic development, world events, and public policy for student enrollment trends and services in higher education.

Expanded role of student affairs professionals

- Philosophy of student services under academic affairs administration. Working with international populations and in international venues. Providing direction for campus internationalization at all levels (e.g., community college, public and private 4-year colleges, and universities).

Contribution and controversy surrounding diverse student populations

- Unique contribution of international students to campus learning environments and student development. Anti-immigrant sentiment. Active vs. passive international student recruitment. Unfriendly policies and procedures for foreign students.

Impact of college on international students

- How college environments impact student growth, learning, and development. Campus ecology.

International student services

- International student needs for services: orientation, advising, advocacy, support, compliance with federal regulations, programming, etc. Family adjustment to America. Research and recommendations regarding international student academic success. Increasing foreign language offerings on campus.

Intercultural skills

- Value added competencies in recognizing and dealing with prejudice and racism, focus on knowledge of other cultures, beliefs, and worldviews to prepare students for effective and fruitful interaction. Intrapersonal awareness and communication skills. Preparing students for success in an increasingly diverse and cross-cultural society.

Technology and resources for international student services and internationalizing campuses

- Databases and record keeping. Managing student exchange programs.

3.3 Student expectations and requirements: This proposed course will include the

exchange of ideas in discussion and experiential activities, group work, peer feedback, reading, writing, reflection, and field trips. Students will be graded on assignments, projects, course contribution, and presentations.

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**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 270-745-4849

1. Identification of program:

- 1.1 Program title: Certificate in International Student Services
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: This interdisciplinary certificate program is designed for postsecondary education professionals at all levels and in all types of institutions to increase the global perspective of the campus community.
- 1.4 Catalog description: The Certificate in International Student Services (CISS) program offers preparation to manage educational exchange, lead campus internationalization, and provide international student services. As an interdisciplinary graduate certificate, the program curriculum is theoretically-based and applications-oriented. The 15 hour certificate program includes 6 hours of core courses and 9 hours of electives. The program requires a study abroad course and/or an internship abroad depending on student's international travel experience upon admission as evaluated by the faculty advisory. Students pursuing the Certificate in International Student Services may complete the certificate program by itself or incorporate up to 12 hours of the certificate program into the MAE in Student Affairs.

Required Courses (6 hours)

- CNS 581 International Students and Services in Higher Education (3 hours)
- CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)

Restricted Electives (9 hours)

To include 3 – 6 hours, selected with advisor approval in advance from each of the following categories, or other courses approved by faculty advisor, for a combined 9 hours

Theoretical (3 to 6 hours)

- CNS 571 Introduction to Student Affairs (3 hours)
- CNS 572 American College Student (3 hours)
- CNS 574 Student Development (3 hours)
- CNS 670 Parameters of Law in Student Affairs and Higher Education (3 hours)
- WOMN 555 Global/Cultural Perspective on Women (3 hours)
- GEOG 525 Global Geopolitics
- GEOG 530 Seminar in Cultural Geography (3 hours)
- GEOG 540 Advanced Regional Geography (3 hours)
- GEOG 555 Global Environmental Change (3 hours)
- RELG 401G Religious Studies Seminar (3 hours)
- HIST 505 Cultural Diversity in American History (3 hours)
- Or other course approved by faculty advisor

Applications (3 to 6 hours)

CNS 555 Social and Cultural Diversity (3 hours)
CNS 578 Special Topics in Student Affairs
CNS 579 Seminar in Student Affairs
COMM 561 Multinational Business Communication (3 hours)
COMM 587 Communication in Intercultural Negotiation (3 hours)
FREN 427G Francophone Culture (3 hours)
GERM 555 Topics in German Literacy & Cultural Studies (3 hours)
SPAN 555 Topics in Hispanic Literacy & Cultural Studies (3 hours)
Or other course approved by faculty advisor.

Students in all graduate programs at Western Kentucky University are welcome to apply for admission to the CISS program. Applicants seeking admission to the CISS program satisfy one of the following:

1. Submit GRE scores and meet GAP and writing score requirements, or
2. Submit GMAT scores of at least 400 and an overall undergraduate grade point average of 2.75/4.0, or
3. Submit scores on New Miller's Analogies Test (MAT) taken after October 1, 2004, of at least 396-401 scaled score (percentile rank 45 – 54). or

Student seeking admission to a University graduate program must apply to and meet admissions requirements of the program.

2. Objectives of the proposed certificate program: The proposed certificate program has been developed in response to Western's strategy for internationalizing, an identified unmet need for graduate preparation in the area of student services nationwide, and the need for student services among the international and immigrant student population attending postsecondary institutions. Very few colleges in the United States offer programs providing training and credentials aimed at the International Student Services field. Students who complete the proposed program will be highly sought as interns and will be readily employable upon completion of the program. Students will gain theoretical and applied knowledge regarding student services (international and domestic), cross-cultural awareness and communication, and global consciousness. Students will increase global and cross-cultural understanding through the study abroad or internship abroad experience. Furthermore, internship placements may offer experience with immigration basics. A student may then work with a faculty advisor in selecting electives to develop a program tailored to individual student interests (e.g., international studies, comparative education, foreign language, etc.) Recognizing the unique contribution of international students to the learning environment, certificate program completers will be prepared to provide services and programs to meet the equally unique needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross-cultural understanding.

3. Rationale:

3.1 Reason for developing the proposed certificate program: Changes in higher education abroad and perceptions of unfriendly policies and climates for international students on American college campuses is reflected in a slight decline of international student enrollments (McCormack, 2005). At the same time, community college international student enrollments have increased, e.g., 60 percent in the decade between 1993 – 2003 (Evelyn, 2005). In 2002 non-immigrant students accounted for 4.6% of the college and university student population on American campuses, contributing \$12.9 billion to the economy (Viers, 2004). Recruitment and retention of international students continues to be an issue for campuses around the country. Providing welcoming learning environments becomes strained in the face of federal regulations, posing challenges for student affairs

professionals. In addition to needing assistance in navigating the paperwork for attaining and maintaining matriculation, international students have other unique interests, needs, and concerns (Viers). Campuses across the country need leadership internationalizing campuses. This certificate program addresses the gap in training programs designed to increase the global perspective and leadership of student affairs administrators. This certificate program fills a need indicated by Student Affairs program alumni and students and is responsive to the need for such training presented by current International Student Service professionals.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The current Student Affairs Program content can be divided into three broad areas: (1) theoretical foundations (historical and evolutionary considerations, theories of student development, theories of organizational development, etc.), (2) parameters of professional practice (ethical, legal and political issues, diversity and multiculturalism, social and moral responsibilities, etc.), and (3) strategies for enhancing administrative effectiveness (leadership training, staff recruitment, training, and evaluation, budgeting and planning, program development, implementation, and assessment, etc.). The MAE program prepares student service providers and administrators to address American student needs in domestic institutions. The current multicultural component of the program is insufficient to prepare practitioners to meet the needs of international students at American postsecondary institutions or to work in international settings or to lead the charge in internationalizing campuses.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: This proposed certificate program includes courses as restricted electives from other graduate programs. The certificate program core courses provide specific knowledge and skills related to international student services and comparative higher education not offered in other programs. Furthermore, this program prepares students to educate and lead in internationalizing campuses.
- 3.4 Projected enrollment in the proposed certificate program: Based on interest expressed by current Student Affairs Program students, the dearth of such programs nationwide, and professional contacts of the current director of the WKU Office of International Programs, beginning enrollments are projected to be 10, increasing over time.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most programs oriented to international education are teacher preparation programs. For example, a certificate program to train international educators has been newly introduced at Queens College in Kingston, Canada, and Drexel Online University offers a Master of Science in Global and International Education. Both of these programs are more theoretical in orientation without focus on student services in American institutions or abroad. There currently exists one program focusing on international student services at the School for International Training (SIT) in Brattleboro, Vermont. The SIT Master of Arts degree program in international education provides options to educational exchange management and international education advising.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This program aligns with WKU Vision Statement to be a leading American university with international reach. Additionally, per the WKU Mission, WKU prepares students to be productive, engaged leaders in a global society. The *Challenging the Spirit Strategic Plan* sets forth the goal of WKU to “create a campus culture that leads to increased diversity of the student population” with a performance indicators of “engaging at least 25 percent of students and faculty in international/culturally diverse learning experiences” and increasing “the number of international students (+20 percent)” enrolled as stated in *Internationalizing Western: A Strategy*. The internationalizing strategy sets forth the following activities and initiatives: “Set student study/work/intern abroad participation goals for each college and department,” “identify and help overcome obstacles to broader faculty participation in international activity, especially for organizing and leading study abroad opportunities for students,” “work with each department to strengthen the international content of the curriculum,” and to “put more emphasis on developing/promoting international learning experiences especially for graduate students.

4. Curriculum:

Required Courses (6 hours)

- CNS 581 International Students and Services in Higher Education (3 hours)
- CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)

Restricted Electives (9 hours)

To include 3 – 6 hours, selected with advisor approval in advance from each of the following categories, or other courses approved by faculty advisor, for a combined 9 hours

Theoretical (3 to 6 hours)

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- GEOG 530 Seminar in Cultural Geography (3 hours)
- GEOG 540 Advanced Regional Geography (3 hours)
- GEOG 555 Global Environmental Change (3 hours)
- RELG 401G Religious Studies Seminar (3 hours)
- HIST 505 Cultural Diversity in American History (3 hours)
- Or other course approved by faculty advisor

Applications (3 to 6 hours)

- CNS 555 Social and Cultural Diversity (3 hours)
- CNS 578 Special Topics in Student Affairs
- CNS 579 Seminar in Student Affairs
- COMM 561 Multinational Business Communication (3 hours)
- COMM 587 Communication in Intercultural Negotiation (3 hours)
- FREN 427G Francophone Culture (3 hours)
- GERM 555 Topics in German Literacy & Cultural Studies (3 hours)
- SPAN 555 Topics in Hispanic Literacy & Cultural Studies (3 hours)
- Or other course approved by faculty advisor.

5. Budget implications: Departmental resources are sufficient to meet projected certificate program enrollments as well as increased enrollments in the current student affairs program.
6. **Proposed term for implementation:** Fall 2007

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs January 24, 2007

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 12/04/06

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Instructional Leader – School Principal, and one application for alternate admission to the MAE program in Student Affairs in Higher Education. Drs. Pitt Derryberry, William Kelley, Tracy Lara, Terry Wilson, and Marty Boman reviewed the applications and returned their recommendations to me by 11/22/06.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that T.T. be admitted unconditionally to the Instructional Leader program. However, a majority of the subcommittee recommended that K.B. be denied admission to the Student Affairs program, and that she be given the advice to study for and re-take the GRE a second time in an effort to raise her GAP score. Accordingly, these are the recommendations that I am submitting to Graduate Studies.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 12/06/06

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Student Affairs in Higher Education. Drs. Pitt Derryberry, William Kelley, Terry Wilson, and Marty Boman reviewed the application and returned their recommendations to me by 11/22/06.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that C.L. be conditionally admitted to the MAE program in Student Affairs in Higher Education; she will be fully admitted upon completion of six hours of graduate course work, including EDFN 500, with at least a B average. Accordingly, this is the recommendation that I am submitting to Graduate Studies.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 12/15/06

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to each of the following MAE programs: Marriage and Family Counseling; Instructional Leader: Principal; and Exceptional Education (LBD). All members of the subcommittee reviewed the applications and returned their recommendations to me by 12/08/06.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that F. B. be unconditionally admitted to the program in Marriage and Family Counseling; that J.Z. be unconditionally admitted to the program in Exceptional Education (LBD); and that M.W. be conditionally admitted to the program in Instructional Leader – Principal. The subcommittee endorsed the program faculty's recommendation that M.W. be fully admitted upon completion EDAD 683 and 684 with at least a "B" in each course. Also, as recommended by program faculty in Exceptional Education, although J.Z. will be admitted unconditionally, he will be informed that he must earn no less than an "A" in each course in order to have a GPA sufficient to be recommended for certification, and that he must take and pass PRAXIS II in order to be eligible to register for internship and to be eligible to take the comprehensive exam.

I have forwarded the applications to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 01/12/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Exceptional Education (LBD). Four of five members of the subcommittee reviewed the application and returned their recommendations to me by 1/10/07.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that K.D. be unconditionally admitted to the program in Exceptional Education (LBD). However, as recommended by program faculty in Exceptional Education, although K.D. will be admitted unconditionally, she will be informed that she must take and pass PRAXIS II in order to be eligible to register for internship and to be eligible to take the comprehensive exam.

I have forwarded the application to Graduate Studies in accordance with the recommendation of the Alternate Admission Subcommittee.