

CEBS CURRICULUM COMMITTEE
3:00 pm – May 1, 2012
GRH 3073

I. Approval of Minutes of the April 3, 2012 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Educational Leadership Doctoral (EdD) Program

1. Make Multiple Revisions to a Course – EDLD 799, Dissertation Research

III. **Other Business**

--Temporary Course, ENVE 525, Education for Sustainability (Information Only)

--Selection of Graduate Council Member to Complete Dr. Schinker's Term

--Selection of UCC Member and UCC Alternate Member for 2012/13

Proposal Date: 3/26/2012

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Make Multiple Revisions to a Course
(Action Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: EDLD 799
 - 1.2 Course title: Dissertation Research
 - 1.3 Credit hours: 1-8

- 2. Revise course title: NA**
 - 2.1 Current course title:
 - 2.2 Proposed course title:
 - 2.3 Proposed abbreviated title:
 - 2.4 Rationale for revision of course title:

- 3. Revise course number: NA**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: Admission to candidacy in Cooperative Doctoral Program in Educational Administration
 - 4.2 Proposed prerequisites: Admission to candidacy in Educational Leadership Doctoral Program
 - 4.3 Rationale for revision of course prerequisites: New wording reflects that the course is now associated with WKU's Educational Leadership Doctoral Program versus the expiring Cooperative Doctoral Program in Educational Administration.
 - 4.4 Effect on completion of major/minor sequence: None.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Prerequisites: Admission to candidacy in Cooperative Doctoral Program in Educational Administration. Research undertaken to complete requirements for Doctor of Education in Educational Administration.
 - 5.2 Proposed course catalog listing: Admission to candidacy in Educational Leadership Doctoral Program. Research undertaken to complete requirements for Doctor of Education in Educational Leadership.
 - 5.3 Rationale for revision of course catalog listing: New wording reflects that the course is now associated with WKU's Educational Leadership Doctoral Program versus the expiring Cooperative Doctoral Program in Educational Administration.

- 6. Revise course credit hours: NA**
6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall 2012

8. Dates of prior committee approvals:

EDD Leadership Council	<u>4/03/2012</u>
Educational Administration, Leadership, & Research	<u>4/10/2012</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/29/12

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

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

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course:

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

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

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

- 2.2 Relationship of the proposed course to courses now offered by the department: This course will add a new focus for electives within the School of Teacher Education. It will also enhance the other courses now offered as part of the in Environmental Education (EE) Endorsement. ENVE 520, Introduction to Environmental Education, is an introduction to the field of environmental education. ENVE 580, Instructional Strategies in Environmental Education, deals with general instructional strategies in the field. This course goes beyond EE to incorporate interrelated themes of economy, society, politics, and culture and provide an inquiry-based and action learning approach. No other course in the department offers this combined focus on teaching for EfS and action teaching.

3. Discussion of proposed course:

- 3.1 Course objectives: As a result of this course, students will be able to:
- Explain education for sustainability (EfS) as a 21st century literacy
 - Define key concepts and core competencies in EfS
 - Identify effective pedagogies for and teaching tools relevant to EfS
 - Explore challenges to integrating EfS in courses at any level and across the curriculum
 - Develop a customized approach and portfolio of materials to integrate EfS into one or more classes or for a nonformal or informal education setting
- 3.2 Tentative texts and course materials:
- McKeown, R. (July 2002) *UNESCO Education for Sustainable Development Toolkit, Version 2.0*, available at www.esdtoolkit.org/ (free download)
- Stone, M.K. and Barlow, A. (Eds.), (2005). *Ecological Literacy: Educating Our Children for a Sustainable World*. San Francisco, CA: Sierra Club Books.
- Wheeler, K.A. and Bijur, A. P. (Eds.), (2000). *Education for a Sustainable Future: A Paradigm of Hope for the 21st Century*. New York: Kluwer Academic/Plenum Publishers.

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Fall, 2012

7. Dates of prior approvals:

School of Teacher Education 04/06/2012

CEBS 04/24/2012

Graduate Studies _____

Provost _____

Attachment: Course Inventory Form