

CEBS CURRICULUM COMMITTEE
3:00 pm – May 7, 2013
GRH 3073

I. Approval of Minutes of the April 2, 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**

School of Teacher Education

1. Delete a Course – ELED 600, Maintain Matriculation
2. Revise a Program –0458, Middle Grades Education for Initial Certification
3. Revise a Program – 0495, Master of Arts in Teaching: Secondary Education for Initial Certification

Psychology Department

1. Delete a Course – PSY 490G, Research Project in Psychology
2. Delete a Course – PSY 501, Internet Instruction

III. **Other Business**

Information Only –

- Colonnade Program Course Proposal – Explorations Category – PSY 100
- Colonnade Program Course Proposal – Explorations Category – PSY 199

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ELED 600
- 1.2 Course title: Maintain Matriculation
- 1.3 Credit hours: 1-6 (6 total)

2. Rationale for the course deletion: The course was last offered prior to 2001.

3. Effect of course deletion on programs or other departments, if known:
No known effect.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

School of Teacher Education: _____ 4/12/13 _____

CEBS Curriculum Committee: _____

Professional Education Council: _____

General Education Committee: _____

University Senate: _____

Proposal Date: April 12, 2013

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 0458
- 1.2 Current program title: Middle Grades Education for Initial Certification
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Add in Educational Psychology Course
- Add the word “or” between the two research course choices.

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification	PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification
<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor's degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p> <p>There are three concentrations in this program:</p> <ul style="list-style-type: none">1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science.2. Standard Concentration for English/Language Arts, Social Studies,	<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor's degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p> <p>There are three concentrations in this program:</p> <ul style="list-style-type: none">1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science.2. Standard Concentration for English/Language Arts, Social Studies,

<p>3. Mathematics and Science. 4. Residency Concentration for Science and Mathematics (e.g. GSKyTeach)</p>	<p>Mathematics and Science. 3. Residency Concentration for Science and Mathematics (e.g. GSKyTeach)</p>
<p>Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.</p> <p>Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p>	<p>Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.</p> <p>Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for</p>

<p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.</p>	<p>the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>	<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>
<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p>	<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p>
<p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p>	<p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p>
<p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>	<p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>
<p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>	<p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>
<p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p>	<p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p>

<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity</p>	<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity</p>
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<p>Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p>	<p>Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p>
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<p>Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>	<p>Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
<p>ADMISSION REQUIREMENTS</p> <p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including 	<p>ADMISSION REQUIREMENTS</p> <p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including

<ul style="list-style-type: none"> professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit. • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. 	<ul style="list-style-type: none"> professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit. • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics.
Admission Requirements for the Residency Concentration for Science and Mathematics Educators:	Admission Requirements for the Residency Concentration for Science and Mathematics Educators:
<ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership 	<ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school

school districts	districts.
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4. Rationale for the proposed program change:

- The Educational Psychology course was inadvertently left out of the previous revision.
- The word “or” between the two research course choices was inadvertently left off in the previous revision.

5. Proposed term for implementation and special provisions (if applicable):

- Fall 2014

| 6. Dates of prior committee approvals:

School of Teacher Education: 4/12/13

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Proposal Date: April 12, 2013

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu;

1. Identification of program:

- 1.1 Current program reference number: 0495
- 1.2 Current program title: Master of Arts in Teaching: Secondary Education for Initial Certification
- 1.3 Credit hours: 36 hours

2. Identification of the proposed program changes:

- Remove Agriculture and Family and Consumer Sciences from the Alternate Route to Certification
- Remove Agriculture and Family and Consumer Sciences from the Standard Concentration
- Add Chinese to the Alternate Route to Certification
- Add Chinese to the Standard Concentration
- Add in Educational Psychology Course
- Add the word “or” between the two research course choices.

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification	PROPOSED PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification
The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical	The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical

<p>knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p>	<p>knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p>
<p>There are three concentrations in this program:</p>	<p>There are three concentrations in this program:</p>
<ol style="list-style-type: none"> 1. Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish. 2. Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish 3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach) 	<ol style="list-style-type: none"> 1. Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish. 2. Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish 3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)
<p>Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.</p>	<p>Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.</p>
<p>Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher</p>	<p>Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher</p>

<p>Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.</p>	<p>Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>	<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>

<p>Alternate Route to Certification</p> <p>Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish:</p>	<p>Alternate Route to Certification</p> <p>Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish:</p>
<p>Professional Education Component:</p> <p>EDU 589: Advanced Internship for the MAT (6 hrs.)</p> <p>EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p>	<p>Professional Education Component:</p> <p>EDU 589: Advanced Internship for the MAT (6 hrs.)</p> <p>EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p>
<p>Program-Specific Curriculum Component:</p> <p>Program-specific content methods course approved by the advisor (3 hrs.)</p>	<p>Program-Specific Curriculum Component:</p> <p>Program-specific content methods course approved by the advisor (3 hrs.)</p>
<p>Strategies/Literacy Component:</p> <p>LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>	<p>Strategies/Literacy Component:</p> <p>LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>
<p>Exceptional Education and Diversity Component:</p> <p>EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>	<p>Exceptional Education and Diversity Component:</p> <p>EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>
<p>Research and Assessment Component:</p> <p>EDU 570: Educational Assessment for All Learners (3 hrs.)</p>	<p>Research and Assessment Component:</p> <p>EDU 570: Educational Assessment for All Learners (3 hrs.)</p>
<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p>	<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p>
<p>EDFN 500: Research Methods (3 hrs.)</p>	<p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p>
<p>Educational Technology Component:</p> <p>LME 535: Survey of Educational Technology Practices (3 hrs.)</p>	<p>Educational Technology Component:</p> <p>LME 535: Survey of Educational Technology Practices (3 hrs.)</p>
<p>Electives:</p> <p>Advisor approved content electives from the student's teaching discipline (6 hrs.) (The</p>	<p>Electives:</p> <p>Advisor approved content electives from the student's teaching discipline (6 hrs.) (The</p>

<p>course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p>	<p>course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.</p>
<p>Total Hours – 36 hours</p>	<p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p>
<p>Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, Engineering and Technical Education, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish</p>	<p>Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, Engineering and Technical Education, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish</p>
<p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p>	<p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p>
<p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p>	<p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p>
<p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>	<p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>
<p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>	<p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>
<p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p>	<p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p>
<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p>	<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p>

<p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p>	<p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Total Hours – 36 hours</p>
<p>Residency Concentration for Science and Mathematics Education (e.g. GSkyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Program-Specific Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p>	<p>Residency Concentration for Science and Mathematics Education (e.g. GSkyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Program-Specific Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p>

<p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>	<p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Totl Hours - 30</p>
<p>ADMISSION REQUIREMENTS</p> <p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, 	<p>ADMISSION REQUIREMENTS</p> <p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work,

<p>undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).</p> <ul style="list-style-type: none"> • Submit a passing score on the appropriate PRAXIS II test in major area. <p>Submit state minimum passing scores</p> <ul style="list-style-type: none"> • for GRE or PPST for admission to the professional education unit • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts. 	<p>undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).</p> <ul style="list-style-type: none"> • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.
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- 4. Rationale for the proposed program change:**
- Agriculture program is not approved by the Education Professional Standards Board as an Alternative Route to Certification Program. Family and Consumer Sciences does not wish to offer initial certification at the graduate level although approved by the EPSB.
 - Family and Consumer Sciences does not wish to offer initial certification at the graduate level although approved by the EPSB.
 - Adding Chinese to the Alternate Route to Certification Program to increase offerings in the MAT.
 - Adding Chinese to the Standard Concentration to increase offerings in the MAT.
 - The Educational Psychology course was inadvertently left out of the previous revision.
 - The word “or” between the two research course choices was inadvertently left off in the previous revision.

5. Proposed term for implementation and special provisions (if applicable):

- Fall 2014

6. Dates of prior committee approvals:

School of Teacher Education: 4/12/13

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

Contact Person: Baker, John, john.baker1@wku.edu, 745-5149

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: PSY 490G
 - 1.2 Course title: Research Project in Psychology
- 2. Rationale for the course deletion:** The course is no longer needed in the current Psychology curriculum; the course was needed in a previous curriculum. The course has not been taught since 2001.
- 3. Effect of course deletion on programs or other departments, if known:** none.
- 4. Proposed term for implementation:** Winter 2014
- 5. Dates of prior committee approvals:**

Psychology Department: 2/15/13

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

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

Contact Person: Baker, John, john.baker1@wku.edu, 745-5149

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: PSY 501
 - 1.2 Course title: Internet Instruction
- 2. Rationale for the course deletion:** The course is no longer needed in the current Psychology curriculum; the course was needed in a previous curriculum. The course has not been taught since 2002.
- 3. Effect of course deletion on programs or other departments, if known:** none.
- 4. Proposed term for implementation:** Winter 2014
- 5. Dates of prior committee approvals:**

Psychology Department: 2/15/13

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The Department of Psychology proposes offering PSY 100 (Introduction to Psychology; 3 hours) as an Explorations course in the Social and Behavioral Sciences subcategory.

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

Students explore the human experience using theories and tools of the social and behavioral sciences. Courses require students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society.

Students will demonstrate the ability to:

- 1. Demonstrate knowledge of at least one area of the social and behavioral sciences.**

Introduction to Psychology will survey major theories examined in the sub-disciplines of the field of psychology. Psychology is the scientific study of the mind and behavior. It investigates how people sense, perceive, and respond to stimuli in their environment from physiological, cognitive, social, and psychopathological perspectives. Psychology is an integrative discipline in that each perspective contributes useful knowledge to the investigation of the other perspectives. As a result, students taking this course develop an appreciation for considering the impact that personal and environmental factors have on both normative individual and group behavior. Moreover, students who take this course are exposed to the dominant theories which explain how individual variation in normative behavior can sometimes lead to psychopathology or group social deviance. Introduction to Psychology offers students the opportunity to analyze how neuroscientific, cognitive, social, and developmental principles contribute to our understanding of human thought and behavior.

- 2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.**

Consistent with Psychology's tradition as a social science, students who enroll in Introduction to Psychology will learn the basics of research design and the scientific method as it pertains to collecting data to answer research questions within the sub-disciplines of the field. Students learn about (a) experimental and observational research techniques, (b) the typical designs of studies seeking to examine human and animal behavior, (c) the importance of considering empirical evidence when evaluating support for and the criticism of dominant theories in the field, (d) the process by which psychologists use their findings to inform real-world application of psychological principles, and (e) the necessity to design studies to follow ethical guidelines when working with humans or animals.

3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

Students who enroll in Introduction to Psychology will consider diversity as it relates to variation in human thought and behavior. Variation in the following contribute to the emergence of diversity when exploring psychological phenomena: (a) individual differences in genetic and environmental factors (a.k.a. nature versus nurture), (b) the age of the populations discussed, (c) normative sociocultural trends, (d) physiological variation at the cellular and body systems level, and (e) abnormal levels of deviance from normative behavior.

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Within Introduction to Psychology, students are actively engaged in examining psychological concepts that impact their academic, social, and professional lives. Students (a) consider the factors that influence human development, (b) explore human cognition as it relates to learning, intelligence, and problem solving, (c) examine the impact of neuropsychology on various psychological processes, and (d) consider the influence that environmental pressures have on social behavior. Students are asked to consider how these topics apply to their own lives. For instance, students learn about models of learning and memory that they can apply directly to their own study habits. Additionally, societal implications of social and abnormal psychology are discussed given the bearing that these psychological factors have on interpersonal relationships, group social behavior, and choices that we make in our lives as individuals.

5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Students in Introduction to Psychology are expected to master the key constructs and terminology used by psychologists working in the disciplines that are common to the field. Student mastery is assessed via examinations and other assignments that require students (a) to clearly distinguish between concepts presented in the course, (b) to integrate concepts across domains within the field of psychology, and (c) to apply the knowledge that they learn throughout the course to solve research-oriented and practical or clinical-oriented problems.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Psychology is a multifaceted field that examines human thought and behavior. We will survey major theories and concepts from a number of fields within the discipline. Theory-driven, empirical findings will be emphasized as well as techniques that have been developed to apply theory to everyday life and to examine and manipulate human behavior for the benefit of society. Because this is a survey course, we will cover a large number of topics briefly. As students complete this course, they will acquire knowledge about the terminology and major principles of the field. More specifically, students will:

1. Recognize that the scientific method impacts the conclusions that we can draw from research about human thought and behavior;
2. Appreciate the importance of engaging in ethical research practices within the discipline;

3. Examine how our thoughts and behavior are linked to our senses and to the physiology of our brain and body;
4. Understand the roles that learning, memory, language, and other cognitive processes play in our everyday thought and behavior;
5. Consider how motivation, emotion, and other social factors drive our behavior and define our personal experiences;
6. Understand the impact that situational forces and group pressures have on personal and social behavior;
7. Recognize how psychological assessments are used to examine intelligence and personality as well as the role that nature and nurture play in defining these constructs;
8. Understand how human thought and behavior evolve as a result of social, cognitive, and physical development from childhood through adulthood; and
9. Consider the impact that psychopathology has on human thought and behavior.

4. Brief description of how the department will assess the course for these learning objectives.

In order to assess the learning objectives for the course, all students enrolled in Introduction to Psychology (PSY 100) will complete a standardized assessment which includes 10 items drawn by course instructors from a possible pool of 30 items. These 30 items will be constructed such that six items are available for each of the five learning objectives, and course instructors will choose two items to represent each learning objective. The assessment items will be drawn from the course material (as outlined in the course learning outcomes) that is covered during lecture and in the course readings, discussion, and activities. A PSY 100 course director will randomly sample 100 students who are enrolled in PSY 100 per calendar year to examine student performance on the 10 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.

- Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly
- Satisfactory = at least 70% of the students answered 7 out of the 10 assessment items correctly
- Unsatisfactory = under 70% of the students answered 7 out of the 10 assessment items correctly

5. How many sections of this course will your department offer each semester?

The Department of Psychology will offer 15 sections of PSY 100 per semester. These sections generally vary enrollment capacity from 20 students to 210 students. In recent history, approximately 2,000 students enroll in PSY 100 per year.

6. Please attach sample syllabus for the course.

A sample syllabus can be found on the pages that follow.

PSY 100 – Introduction to Psychology (3 credit hours)

Class times, class location, course website information, and instructor information: [Removed from example syllabus]

Course Prerequisites: None

Catalog Description: An introductory course dealing with principles of behavior, scientific methods of psychology, measurement, learning, perception, motivation, development, personality, abnormal behavior, social behavior, intelligence, and other topics.

General Education Objectives Met by the Course: This course satisfies the Explorations B. Social and Behavioral Sciences Colonnade Program general education requirement. For this requirement, students explore the human experience using theories and tools of the social and behavioral sciences. This course requires students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society. Within this course, students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Required Text for Course:

Hockenbury, D. H., & Hockenbury, S. E. (2012). *Psychology*. New York: Worth Publishers. ISBN: 1-4641-2070-6 (Note that this is a possible text but that faculty are free to choose a suitable text that addresses the content specified in the learning outcomes)

Course Goals: Psychology is a multifaceted field that examines human thought and behavior. We will survey major theories and concepts from a number of fields within the discipline. Theory-driven, empirical findings will be emphasized as well as techniques that have been developed to apply theory to everyday life and to examine and manipulate human behavior for the benefit of society. Because this is a survey course, we will cover a large number of topics briefly.

Learning Outcomes: As students complete this course, they will acquire knowledge about the terminology and major principles of the field. More specifically, students will:

1. Recognize that the scientific method impacts the conclusions that we can draw from research about human thought and behavior;
2. Appreciate the importance of engaging in ethical research practices within the discipline;
3. Examine how our thoughts and behavior are linked to our senses and to the physiology of our brain and body;
4. Understand the roles that learning, memory, language, and other cognitive processes play in our everyday thought and behavior;
5. Consider how motivation, emotion, and other social factors drive our behavior and define our personal experiences;

6. Understand the impact that situational forces and group pressures play on personal and social behavior;
7. Recognize how psychological assessments are used to examine intelligence and personality as well as the role that nature and nurture play in defining these constructs;
8. Understand how human thought and behavior evolve as a result of social, cognitive, and physical development from childhood through adulthood; and
9. Consider the impact that psychopathology has on human thought and behavior.

Components of the Course:

A. Exams: There will be # exams during the term. The dates for the exams are listed on the course calendar in this syllabus. Exams are worth the # of points. Each exam will include # multiple choice questions, and each multiple choice question is worth # points. Each exam will cover the material discussed during the corresponding exam period. However, similarities between some of the topics may create some redundancy. (Note: Some courses use comprehensive exams throughout the term.)

B. Student Engagement: Engagement refers to how actively involved you are as a student in reading and studying for class as well as participating in class. You can earn # points toward your grade in the course by completing quizzes, classroom activities, and writing exercises. Engagement activities are also included in the course calendar found in this syllabus. (Note: The activities, assignments, and assessments vary by the section of PSY 100 based on the preferences of the instructor and the pedagogical limitations of the enrollment capacity of the section)

C. Research Participation/Observation: [Removed from example syllabus but is defined by department policy and involves students taking part or observing research in the Department of Psychology]

Grading Policy: Grades are assigned based on the number of points earned throughout the course of the term on the assignments, activities, quizzes and exams.

<u>Grade Tally</u>	
Exams	# points
Quizzes	# points
Assignments	# points
<u>Classroom activities</u>	<u># points</u>
Total	# points

<u>Grading Scheme</u>	
# points to # points	= A (4.0)
# points to # points	= B (3.0)
# points to # points	= C (2.0)
# points to # points	= D (1.0)
< # points	= F (0.0)

(Note: The total number of points and weighting of points by course components vary between sections).

Other Course Policies: [Removed from example syllabus]

Course Calendar: [Removed from example syllabus]

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The psychology department proposes to offer Psychology 199, Life Span Developmental Psychology in the Social and Behavioral Sciences subcategory of Explorations.

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.
 - a. *Learning Objective 1: “Demonstrate knowledge of at least one area of the social and behavioral sciences.”*
 - i. *Life Span Developmental Psychology is the scientific study of normal growth and change over the human life span (from birth to old age). Briefly, any topic in psychology can be studied developmentally. In this class students develop an appreciation for the complex ways in which humans grow and change over the life span. Students learn about a number of influences on human development including genetics, learning, and a variety of social forces including gender, race, social class, culture and subculture, and historical context (times in which one grows up). Students learn about the development of a) the body and nervous system, including health-related issues; b) cognition and language; c) personality; d) emotions; and e) social behaviors*
 - b. *Learning Objective 2: “Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.”*
 - i. *Consistent with the goals of developmental psychology as a field, the learning objectives of this course are: a) an understanding of major themes and theories in human development; b) an appreciation of the developmental tasks and challenges that a person must master at different points in the life span, with a focus on application; c) an introduction to how research is formulated and carried out in human development, including both methodological and ethical decisions; and d) the application of knowledge gained to real world situations.*
 - c. *Learning Objective 3: “Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.”*
 - i. *Life span developmental psychology focuses on a number of contributors to diversity from genetic variation to the influence of family, race/ethnicity, socioeconomic status, subculture/culture, and the historical context of development. Students develop an*

- appreciation of the complex ways that these forces interact and influence the form and content of development.*
- d. *Learning Objective 4: “Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.”*
- i. *Given the subject matter of life span developmental psychology, students appreciate the personal relevance of course topics for their own development as well as for the development of their future or current children, their parents and their grandparents. Students are actively encouraged to apply course concepts of everyday situations. Course content can also be readily applied to a variety of careers (e.g., nursing and other health care professions, social work, education, and the law). In addition, the course addresses the impact of larger social forces on human development. For example, childbirth leave policies of different countries are examined in relation to national differences in breastfeeding of infants, and scientific knowledge on language development is related to bilingual education and timing of courses in other languages.*
- e. *Learning Objective 5: “Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.”*
- i. *Students in life span developmental psychology are expected to master the key constructs and terminology used in the field. Their mastery is assessed in examinations with objective and essay questions and/or with papers requiring application of course content.*
3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.
- Provides an understanding of society and human behavior that*
- describes research methods and related ethical issues for the scientific study of societal institutions and human behavior*
 - examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping*
 - evaluates the impact of heredity and environment on human development and individual behavior*
 - Applies theories and research on human development to issues of personal concern and public interest*
4. Brief description of how the department will assess the course for these learning objectives.

In order to assess the learning objectives for the course, all students enrolled in Psychology 199 will complete a standardized assessment which includes 10 items drawn by course instructors from a possible pool of 30 items. These 30 items will be constructed such that six items are available for each of the five learning objectives, and course instructors will choose two items to represent each learning objective. The assessment items will be drawn from the course material (as outlined in the course learning

outcomes) that is covered during lecture and in the course readings, discussion, and activities. A PSY 199 course director will randomly sample 100 students who are enrolled in PSY 199 per calendar year to examine student performance on the 10 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.

- *Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly*
- *Satisfactory = at least 70% of the students answered 7 out of the 10 assessment items correctly*
- *Unsatisfactory = under 70% of the students answered 7 out of the 10 assessment items correctly*

5. How many sections of this course will your department offer each semester?

The Department of Psychology will offer 15 sections of PSY 199 per semester. These sections generally vary enrollment capacity from 20 students to 49 students. In recent history, approximately 1,000 students enroll in PSY 199 per year.

6. Please attach sample syllabus for the course.

Sample syllabus follows next page.

Please send your proposal to: robert.dietle@wku.edu

PSY 199: Introduction to Developmental Psychology

Class times, class location, course website information, and instructor information: [Removed from example syllabus]

Course Prerequisites: None

Textbook: Development through the lifespan, Laura E Berk, 5th edition

This course fulfills a portion of WKU's general education program and addresses the following general education goals:

Provides an understanding of society and human behavior that

- describes research methods and related ethical issues for the scientific study of societal institutions and human behavior*
- examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping*
- evaluates the impact of heredity and environment on human development and individual behavior*
- Applies theories and research on human development to issues of personal concern and public interest*

The general education goals will be assessed with extra credit multiple choice questions on the final exam.

Course Overview: Developmental psychology is the study of normal growth and change over the life span (from birth to old age). This course should give you an appreciation for the complex ways in which human beings grow and change over the life span. The goals that will be emphasized are:

- 1) an understanding of major theories and themes in human development
- 2) an appreciation of the developmental tasks and challenges a person must master at different times across the life span
- 3) an introduction to how research is formulated and carried out, including ethical decision making
- 4) an appreciation of the diverse influences (from genetics to culture) on human development
- 5) the application of knowledge gained to real world situations.

Reading List and Schedule

Date		Topic
1/23, 25, 28, 30	Ch. 1	Introduction, Theory, & research strategies
2/1, 4, 6	Ch. 3	Prenatal development, birth, & new born baby
2/8, 11, 13, 15	Ch. 4	Physical development in infancy & toddlerhood
2/18		Midterm Exam 1 (Chapters 1, 3 & 4)
2/20, 22	Ch. 5	Cognitive development in infancy & toddlerhood
2/25, 27	Ch. 6	Emotional and social development in infancy & toddlerhood
3/1, 4	Ch. 7	Physical & cognitive development in early childhood

3/6, 8	Ch. 8	Emotional & social development in early childhood
3/20	Midterm Exam 2 (Chapters 5 - 8)	
3/18, 22, 25	Ch. 9	Physical & cognitive development in middle childhood
3/25, 27	Ch. 10	Emotional & social development in middle childhood
3/29, 4/1	Ch. 11	Physical & cognitive development in adolescence
4/3, 5	Ch. 12	Emotional & social development in adolescence
4/8, 10	Ch. 13	Physical & cognitive development in early adulthood
4/12	Midterm Exam 3 (Chapters 9 - 13)	
4/15	Ch. 14	Emotional & social development in early adulthood
4/17, 19, 22	Ch. 15	Physical & cognitive development in middle adulthood
4/22, 24	Ch. 16	Emotional & social development in middle adulthood
4/26, 29, 5/1	Ch. 17	Physical & cognitive development in late adulthood
5/1, 3	Ch. 18	Emotional & social development in late adulthood

Final Exam (chapters 14 – 18):

Miscellaneous Information

- The instructor reserves the right to make changes in the course as is deemed necessary.
- Attendance Policy: Due to a policy adopted by the university, all introductory level classes (i.e., 100 level courses) must check attendance. Therefore, I will check attendance every class day. Attendance *per se*, however, will not affect your grade in this course.

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the **Office for Student Disability Services** (OFSDS), Room A200, DUC (745 5004). Please do not request accommodations directly from the instructor without a letter of accommodation from the OFSDS.