

CEBS CURRICULUM COMMITTEE
3:00 pm – December 6, 2011
GRH 3073

I. Approval of Minutes of the November 1, 2011 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**

Department of Psychology

1. Revise Course Prerequisites/Corequisites – PSY 301, Statistics in Psychology
2. Revise a Program – 591, Psychology Extended Major
3. Revise a Program – 760, Psychology General Major

Educational Leadership Doctoral (EDD) Program

1. Delete a Course – EDLD 700, Educational Leadership Doctoral Program Orientation
2. Delete a Course – EDLD 711, Methodology in Leadership Research
3. Delete a Course – EDLD 721, Measurement and Validity in Leadership Research
4. Delete a Course – EDLD 731, Advanced Data Analysis Tools in Leadership Research

School of Teacher Education

1. (Information Only) Change Course Prefix EXED (Exceptional Education)
--Undergraduate and Graduate
2. (Information Only) Create a Temporary Course – LTCY 501, Reading and Writing for Learning (Information Only)

III. **Other Business**

PLEASE NOTE:

There will **not** be a meeting on January 3, 2012 of the CEBS Curriculum Committee. Instead, we plan to have a called meeting on Tuesday, January 24 at 3:00, GRH 3073. Proposals for this meeting will be due by noon on Tuesday, January 17.

Proposal Date: 9/16/2011

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

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 301
 - 1.2 Course title: Statistics in Psychology
 - 1.3 Credit hours: 3

- 2. Current prerequisites/corequisites/special requirements:** PSY 210, PSY 211, and MATH 116 (or higher math course), all with a grade of “C” or better.

- 3. Proposed prerequisites/corequisites/special requirements:** PSY 210 and PSY 211 with a grade of “C” or better.

- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Department faculty who teach statistics are in general agreement that College Algebra is not needed as a prerequisite for students to be successful in PSY 301.

- 5. Effect on completion of major/minor sequence:** This change may facilitate completion of the general and extended psychology majors because students will not have to complete their General Education mathematics requirement in order to qualify to enroll in PSY 301.

- 6. Proposed term for implementation:** Fall 2012

- 7. Dates of prior committee approvals:**

Department of Psychology:	<u>October 14, 2011</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item**

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

- 1. Identification of program:**
 - 1.1 Current program reference number: 591
 - 1.2 Current program title: Psychology Extended Major
 - 1.3 Credit hours: 51

- 2. Identification of the proposed program changes:** Establish a minimum mathematics requirement as follows: MATH 183 (recommended), or other mathematics course (excluding MATH 109) or ACT score that satisfies the mathematics General Education requirement.

- 3. Detailed program description:**

Current Program	Proposed Program
<p>Extended Major</p> <p>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p>	<p>Extended Major</p> <p>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301, 361, 495, MATH 183 (recommended) or other mathematics course (excluding MATH 109) or ACT score that satisfies the mathematics General Education requirement, and the indicated number of hours from each of the following categories.</p> <p style="text-align: right;">Developmental Psychology: 3 hours</p>

<p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 321 - Child Developmental Psychology • PSY 422 - Adolescent Psychology • PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p> <ul style="list-style-type: none"> • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion <p>Personality/Abnormal Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories <p>Biopsychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology <p>Learning/Cognition: 3 hours</p> <ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning <p>Applied Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 340 – Sport Psychology • PSY 371 – The Psychology of Sales Behavior • PSY 455 – Introduction to Clinical Practice of Psychology • PSY 422 – Beginning Skills in Psychological Interviewing • PSY 443 – Behavior Modification • PSY 470 – Psychology and Law • PSY 473 – Training in Business and Industry <p>Psychology Electives: 15 hours</p>	<ul style="list-style-type: none"> • PSY 321 - Child Developmental Psychology • PSY 422 - Adolescent Psychology • PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p> <ul style="list-style-type: none"> • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion <p>Personality/Abnormal Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories <p>Biopsychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology <p>Learning/Cognition: 3 hours</p> <ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning <p>Applied Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 340 – Sport Psychology • PSY 371 – The Psychology of Sales Behavior • PSY 455 – Introduction to Clinical Practice of Psychology • PSY 422 – Beginning Skills in Psychological Interviewing • PSY 443 – Behavior Modification • PSY 470 – Psychology and Law • PSY 473 – Training in Business and Industry <p>Psychology Electives: 15 hours</p>
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4. Rationale for the proposed program change: By means of a separate curriculum proposal, MATH 116 is being deleted as a prerequisite for PSY 301 Statistics in Psychology. However, because psychology is a STEM discipline with a significant

research component to most courses, psychology students will benefit from a stronger than minimum mathematics requirement. MATH 183, which has the same entrance requirements as MATH 116, is recommended because the additional exposure to statistical methods, research design, and statistical reasoning is particularly relevant to understanding the research content of many upper division psychology courses. However, other mathematics courses above MATH 109 will also help to ensure students have a level of mathematical reasoning that will contribute to success in psychology courses with a significant science content.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2012

6. Dates of prior committee approvals:

Department of Psychology:	<u>10/14/2011</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item**

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

- 1. Identification of program:**
 - 1.1 Current program reference number: 760
 - 1.2 Current program title: Psychology General Major
 - 1.3 Credit hours: 37

- 2. Identification of the proposed program changes:** Establish a minimum mathematics requirement as follows: MATH 183 (recommended), or other mathematics course (excluding MATH 109) or ACT score that satisfies the mathematics General Education requirement.

- 3. Detailed program description:**

Current Program	Proposed Program
<p>General Major The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 321 - Child Developmental Psychology • PSY 422 - Adolescent Psychology • PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p>	<p>General Major The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301, 361, and 495, MATH 183 (recommended) or other mathematics course (excluding MATH 109) or ACT score that satisfies the mathematics General Education requirement, and the indicated number of hours from each of the following categories.</p> <p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 321 - Child Developmental Psychology • PSY 422 - Adolescent Psychology • PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p>

<ul style="list-style-type: none"> • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion <p>Personality/Abnormal Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories <p>Biopsychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology <p>Learning/Cognition: 3 hours</p> <ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning <p>Psychology Electives: 6 hours</p>	<ul style="list-style-type: none"> • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion <p>Personality/Abnormal Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories <p>Biopsychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology <p>Learning/Cognition: 3 hours</p> <ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning <p>Psychology Electives: 6 hours</p>
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4. Rationale for the proposed program change: By means of a separate curriculum proposal, MATH 116 is being deleted as a prerequisite for PSY 301 Statistics in Psychology. However, because psychology is a STEM discipline with a significant research component to most courses, psychology students will benefit from a stronger than minimum mathematics requirement. MATH 183, which has the same entrance requirements as MATH 116, is recommended because the additional exposure to statistical methods, research design, and statistical reasoning is particularly relevant to understanding the research content of many upper division psychology courses. However, other mathematics courses above MATH 109 will also help to ensure students have a level of mathematical reasoning that will contribute to success in psychology courses with a significant science content.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2012

6. Dates of prior committee approvals:

Department of Psychology: 10/14/2011

CEBS Curriculum Committee _____

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: 10/19/2011

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Delete a Course
(Consent 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 700
 - 1.2 Course title: Orientation to Doctoral Studies and Professional Development
 - 1.3 Credit hours: 6

- 2. Rationale for the course deletion:** Replaced by EDLD 702 - Educational Leadership Doctoral Program Orientation

- 3. Effect of course deletion on programs or other departments, if known:** None

- 4. Proposed term for implementation:** Fall 2012

- 5. Dates of prior committee approvals:**

EDD Leadership Council	<u>10/20/2011</u>
Educational Administration, Leadership, & Research	<u>11/15/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/19/2011

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Delete a Course
(Consent 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 711
 - 1.2 Course title: Methodology in Leadership Research
 - 1.3 Credit hours: 3

- 2. Rationale for the course deletion:** Replaced by EDLD 712 - Research Methods and Design for Educational Leaders

- 3. Effect of course deletion on programs or other departments, if known:** None

- 4. Proposed term for implementation:** Fall 2012

- 5. Dates of prior committee approvals:**

EDD Leadership Council	<u>10/20/2011</u>
Educational Administration, Leadership, & Research	<u>11/15/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/19/2011

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Delete a Course
(Consent 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 721
- 1.2 Course title: Measurement and Validity in Leadership Research
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Replaced by EDLD 722 - Measurement and Survey Methods for Educational Leaders

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

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

EDD Leadership Council	<u>10/20/2011</u>
Educational Administration, Leadership, & Research	<u>11/15/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/19/2011

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Delete a Course
(Consent 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 731
 - 1.2 Course title: Advanced Data Analysis Tools in Leadership Research
 - 1.3 Credit hours: 3

- 2. Rationale for the course deletion:** Replaced by EDLD 732 - Program Evaluation for Educational Leaders

- 3. Effect of course deletion on programs or other departments, if known:** None

- 4. Proposed term for implementation:** Fall 2012

- 5. Dates of prior committee approvals:**

EDD Leadership Council	<u>10/20/2011</u>
Educational Administration, Leadership, & Research	<u>11/15/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal date 11/18/2011

Memorandum
Proposal to Change Course Prefix EXED (Exceptional Education)
(Information Item)

TO: Undergraduate Curriculum Committee

FROM: Sponsoring Unit: College of Education and Behavioral Sciences
Department: School of Teacher Education
Contact Person's Name: Janet Applin
Contact Person's Email: janet.applin@wku.edu
Contact Person's Phone: 745-6105 or 745-4014

CHANGE: Current Course Prefix: EXED
Proposed Course Prefix: SPED

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA):**

200
330
331
332
333
334
415
416
417

418
419
421
422
430
431
432
433
434
460
490
491

RATIONALE: One aspect of the proposal to revise the undergraduate program in Exceptional Education is changing the name of the program from Exceptional Education to Special Education. As part of that program revision, this proposal requests changing the prefix of all special education courses from EXED to SPED. Although the state of Kentucky recognizes the term “Exceptional Child Education,” and the international professional organization for special educators is named, “The Council for Exceptional Children,” the name of our program area (Exceptional Education) is not readily recognized by prospective students searching for a preparation program leading to certification in special education. Students at recruiting events and those in the Academic Transition Programs sometimes choose to major in an alternative major because they did not see a “Special Education” program option. In addition, faculty members from WKU often have to explain that Exceptional Education IS Special Education to other professionals when attending national professional conferences and events. Major programs at institutions of higher education in our field overwhelmingly identify their programs as, “Special Education.” Even with colleagues within our own College of Education and Behavioral Sciences at WKU, it is sometimes necessary to explain that Exceptional Education IS Special Education. To better market and promote our program so that our program is easily recognizable, a prefix change from EXED to SPED is proposed.

DATE OF IMPLEMENTATION: Summer 2012

Proposal date: 11/18/2011

Memorandum
Proposal to Change Course Prefix EXED (Exceptional Education)
(Information Item)

TO: Graduate Council

FROM: Sponsoring Unit: College of Education and Behavioral Sciences
Department: School of Teacher Education
Contact Person's Name: Janet Applin
Contact Person's Email: janet.applin@wku.edu
Contact Person's Phone: 745-6105 or 745-4014

CHANGE: Current Course Prefix: EXED
Proposed Course Prefix: SPED

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA):**

417G	421G	431G
418G	422G	432G
419G	430G	460G
515	533	615
516	534	618
517	535	619
518	590	620
523	599	625
530	600	630
531	610	
532	612	

RATIONALE: One aspect of the proposals to revise the undergraduate and graduate programs in Exceptional Education is changing the name of the programs from Exceptional Education to Special Education. The names of the existing graduate programs in Exceptional Education have been changed to Special Education as part of the MAE Teacher Leader program revisions; however, the course prefixes have remained as EXED thus far. As part of that program revision, this proposal requests changing the prefix of all graduate special education courses from EXED to SPED. Although the state of Kentucky recognizes the term “Exceptional Child Education,” and the international professional organization for special educators is named, “The Council for Exceptional Children,” the name of our program area (Exceptional Education) is not readily recognized by prospective students searching for a preparation program leading to certification in special education. Students at recruiting events In addition, faculty members from WKU often have to explain that Exceptional Education IS Special Education to other professionals when attending national professional conferences and events. Major programs at institutions of higher education in our field overwhelmingly identify their programs as, “Special Education.” Even with colleagues within our own College of Education and Behavioral Sciences at WKU, it is often necessary to explain that Exceptional Education IS Special Education. To better market and promote our program so that our program is easily recognizable, a prefix change from EXED to SPED is proposed. The name of the graduate program has recently been changed from Exceptional Education to Special Education for the Teacher Leader MAE program. New courses written for the proposed program will be proposed using a prefix of SPED as opposed to the current program prefix of EXED.

DATE OF IMPLEMENTATION: Summer 2012

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

Contact Person: Pam Petty, pamela.petty@wku.edu 745-2809

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: LTCY 501
- 1.2 Course title: Reading and Writing for Learning
- 1.3 Abbreviated course title: Read & Write for Learning
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites: None
- 1.7 Course description:

This course is designed to provide instructors an introduction how reading and writing are interrelated processes and how each can be used to enhance learning. This course includes instructional experiences with the Kentucky Core Academic Standards for English/Language Arts, process writing, and responding to print in a variety of written forms. This includes instruction in planning and using practical and motivating strategies for making reading and writing tools for learning, literacy coaching strategies that enhance content learning, and instruction that provides students with the skills and strategies they need to extend content knowledge for success in college and career arenas.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:

This course has been developed in response to urgent requests from community and technical colleges specifically under mandates to meet accreditation standards for reading that require a minimum of 18 hours of post-graduate hours in reading. Literacy faculty are working on new course proposals and a certificate proposal but those will not be ready in time to allow people to get started immediately with literacy courses that are available to non-licensed teachers.

- 2.2 Relationship of the proposed course to courses offered in other academic units:

None. This course is planned to be part of a certificate in literacy. Courses within the certificate are different than any current graduate literacy courses in that a current teaching certificate is not required of those students enrolled in the proposed course. Additionally, this course takes into account that graduate students enrolling in the course may have no background in education courses.

3. Description of proposed course

- 3.1 Course content outline

What Is the Reading/Writing Connection?

Active Engagement in Constructing Meaning from and with Texts
The Recursive Process: Going Back in Order to Go Forward
Interaction and Negotiation by Experienced Readers and Writers
A Strategic Approach
Automatic Use of Skills, Allowing a Focus on Appropriate Strategies
Motivation and Self-Confidence
Cognitive Strategies That Underlie the Reading and Writing Process
Planning and Goal-Setting
Tapping Prior Knowledge
Asking Questions and Making Predictions
Constructing the Gist
Monitoring
Revising Meaning: Reconstructing the Draft
Reflecting and Relating
Evaluating

3.2 Tentative text(s)

Olson, C. B. (2011). **The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom, 3rd ed.** New York: Allyn and Bacon.

4. Term of Implementation: Spring 2012

5. Dates of review/approvals:

School of Teacher Education :	<u>11/18/2011</u>
CEBS Curriculum Committee:	_____
Dean of CEBS:	_____
UCC Chair:	_____
Provost:	_____

Attachment: Course Inventory Form