APPLICATION FOR NEW COURSE

1. Submitted by College of  Graduate School   Date  November 4, 2002
Department/Division offering course  Teaching and Learning Center

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number  GS 620    b. Title*  Teaching in the 21st Century:* (see attac
   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts  21st Century Teaching
   c. Lecture/Discussion hours per week  2    d. Laboratory hours per week
   e. Studio hours per week
   f. Credits  1-2
   g. Course description
   See attached.
   h. Prerequisites (if any)
   i. May be repeated to a maximum of  3 (if applicable)

4. To be cross-listed as
   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date  Summer 2003 (semester and year)

6. Course to be offered  □ Fall  □ Spring  □ Summer

7. Will the course be offered each year?
   (Explain if not annually)
   □ Yes  ✔ No
   Offered every other year. Topics will rotate. Semester of offering will vary.

8. Why is this course needed?
   See attached.

9. a. By whom will the course be taught?  Certificate faculty and staff
   b. Are facilities for teaching the course now available?
   If not, what plans have been made for providing them?
   ✔ Yes  □ No
10. What enrollment may be reasonably anticipated?  **15 students/year**

11. Will this course serve students in the Department primarily?  
   □ Yes  ✔ No
   Will it be of service to a significant number of students outside the Department?  
   ✔ Yes  □ No
   If so, explain.

12. □ Yes  □ No
   Will the course serve as a University Studies Program course?
   If yes, under what Area?

13. ✔ Yes  □ No
   Is this course part of a proposed new program:
   Certificate in College Teaching and Learning

14. □ Yes  ✔ No
   Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?
   Name  Carolyn Carter
   Phone Extension  257-9725

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

Signature: ____________________________ Date: __________________

Department Chair

Signature: ____________________________ Date: __________________

Dean of the College

_________________________________________________________________

Date: __________________

*Undergraduate Council

_________________________________________________________________

Date: __________________

*University Studies

_________________________________________________________________

Date: __________________

*Graduate Council

_________________________________________________________________

Date: __________________

*Academic Council for the Medical Center

_________________________________________________________________

Date: __________________

*Senate Council (Chair)

_________________________________________________________________

Date of Notice to University Senate: __________________

*If applicable, as provided by the Rules of the University Senate

_________________________________________________________________

ACTION OTHER THAN APPROVAL

Rev 8/02
GS 620 New Course Proposal Attachment

2 (b). Subtitle will change with topic. For example:
- Teaching in the 21st Century: Diversity in the College Classroom
- Teaching in the 21st Century: Classroom research and assessment
- Teaching in the 21st Century: Understanding, challenging, supporting, and retaining first year students

2 (g) Course description

This seminar, part of the Preparing Future Faculty program, is a rotating series of 1-2 credit hour courses on various aspects of life in institutions of higher education. Participating graduate students from a range of disciplines will have the opportunity for an in-depth exploration of the research and practice surrounding a special topic in college teaching and learning. The seminars will involve both classroom activities and experience-based learning. For example, the course on first-year students will include a study of current research on the first-year experience, interviews with first-year students, and an experiential component where participants serve as mentors for first-year students. Participants will be asked to produce a paper that integrates the theoretical and experiential aspects of the course and develops implications for teaching in their content areas.

UK faculty and staff working in the particular area will teach the seminars.

6. Semester of offering may vary depending upon topic and instructor.

8. This rotating-topic seminar will allow graduate students pursuing the College Teaching and Learning Certificate, as well as other graduate students seeking faculty careers, the opportunity for in-depth exploration of critical issues in college teaching. For example, GS 620 allows graduate students from a variety of disciplines who wish to learn more about assessment the opportunity for structured exploration of current research, practice, and controversies surrounding various assessment methods and philosophies in higher education. UK does not currently offer a course structured around such issues that is appropriate and accessible to graduate students seeking faculty careers in disciplines outside Education.

15. Major objectives of GS 620 include:

To help graduate students:
1) engage in exploration of the research base relevant to important topics in college teaching and learning,
2) develop strong connections between research, theory, and practice in a particular topic area relevant to college teaching and learning,
3) document their knowledge through a synthesis and analysis paper, and
4) enhance their marketability as faculty through developing expertise in a critical area.