

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date _____

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 617 b. Title* Teaching Practicum in Gerontology

*NOTE: If the title is longer than 24 characters (including spaces), write

A sensible title (not exceeding 24 characters) for use on transcripts Teaching Practicum

c. Lecture/Discussion hours per week 1 d. Laboratory hours per week 3

e. Studio hours per week _____ f. Credits 3

g. Course description

This practicum provides a forum for continued development of teaching skills by concurrently combining classroom instruction experience with formal instructor debriefing sessions. Problematic and successful experiences will be discussed, and specific instructional concepts and issues will be addressed in depth.

h. Prerequisites (if any)

GRN 616 and concurrent classroom teaching

i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Fall, 2007 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

This practicum provides hands-on teaching experience for doctoral students, combined with ongoing mentorship and critical discussion of experiences.

9. a. By whom will the course be taught? John F. Watkins

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

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10. What enrollment may be reasonably anticipated? 8
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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?
If so, explain. Yes No
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- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 - relatively new, now being widely established
 - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
-
15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No
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16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name John F. Watkins Phone Extension 7-1450, ext. 80240

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

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi M Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

SYLLABUS – Teaching Practicum in Gerontology GRN 617

INSTRUCTOR: Dr. John F. Watkins
Graduate Center for Gerontology
306E Wethington Health Sciences Bldg.
Phone: 257-1450, x80240
e-mail: geg173@email.uky.edu

REQUIRED READINGS:

Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: The Princeton University Press.

Kolb, D.A. (1981). Learning styles and disciplinary differences. In A. Chickering (Ed.), *The Modern American College* (pp. 232-255). San Francisco: Jossey-Bass.

Perry, R. (1991) Perceived control in college students: Implications for instruction in higher education. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 1-56). New York: Agathon.

Additional readings will be assigned according to instructor experiences and interests.

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Practicum Objectives

By the end of this practicum, students are expected to gain:

- Direct experience with all elements of class development and instruction;
- An experienced-based appreciation of college teaching;
- An understanding of diverse student learning styles and associated teaching techniques;
- An understanding of the “place” of teaching within post-secondary institutions.

Tentative Outline

Note: Most topics will be defined through ongoing debrief meetings, which will be held on a bi-weekly basis. The following topics, however, will be covered.

I. The “Place” of Teaching within Colleges and Universities

- public vs. institutional priorities
- the intersection of teaching and research
- negotiating institutional expectations for instruction, research, and service

II. The Psychology of Student Learning

- cognition and memory processes
- learning styles and a critique of traditional teaching
- student and instructor diversity: can effective compromise be found?

Evaluation

Students will be evaluated on their teaching performance (60%), and on their activity as part of the bi-weekly de-brief meetings (40%).

Teaching performance will be assessed through 3 class visits/observation sessions, and through a review of instructional materials prepared for the class. Specific evaluation criteria will depend on the type of class being taught by the student, student's role a sole or co-instructor, and the level of experience prior to entering the classroom. Formal evaluation criteria will be distributed to practicum students by the second week of the semester.

De-brief Activity will be assessed by attendance (10%) and by my evaluation of critical reaction papers. Three of these papers must be completed, and must demonstrate a reflective and critical integration of classroom experience and concepts derived from readings and de-brief discussions.

Additional Information

- All students enrolled in this practicum are required to attend. No absence, other than for reasons specified in *Student Rights and Responsibilities*, will be accepted.
- A goal in any class, including this one, should be fairness to EVERYONE involved. All participants are basically equal, regardless of the natural diversity of individuals in terms of race, gender, personal habits and behavior, and life experiences. Discrimination is not acceptable, nor is harassment of any sort. Please work with me in ensuring that our learning environment remains comfortable and accessible to everyone.
- Please feel free to contact me at any time to talk about this practicum, or to talk about events or situations that may prevent you from doing your best in this or any other class. You should also feel free to talk with me about any issues that emerge in the class you teach, or to gain feedback on any class materials or techniques you plan to use in your class.