

CEBS CURRICULUM COMMITTEE

3:00 pm – October 6, 2009

Dean's Conference Room

- I. Approval of Minutes of the September 1, 2009 CEBS Curriculum Committee (Found on the CEBS Home Page-click on faculty and staff then meeting minutes and agendas.)

II. New Business

From the Department of Educational Administration, Leadership and Research

1. Create a New Course – ADED 590, Practicum in Adult Education
2. Create a New Course – ADED 599, Thesis Research and Writing
3. Revise a Program – Adult Education (047)

From the School of Teacher Education

1. Create a New Course – EDU 594, Practicum in Education or Behavioral Sciences
2. Create a New Course – EDU 695, Advanced Topics in Education

III. Other Business

Information Item – Relocation of the MAE in Adult Education Programs

Report from the Alternate Admission Subcommittee

ANNOUNCEMENT – THERE WILL BE A CALLED MEETING OF THE CEBS CURRICULUM COMMITTEE FOR TUESDAY, OCTOBER 13, AT 3:00 IN THE DEAN'S CONFERENCE ROOM TO ADDRESS SEVERAL PROPOSALS FOR THE MASTER'S REDESIGN.

College of Education and Behavioral Sciences
Department of Education Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Persons: Jim Berger, jim.berger@wku.edu, 5-3892

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ADED 590
- 1.2 Course title: Practicum in Adult Education
- 1.3 Abbreviated course title: Practicum Adult Education
- 1.4 Credit hours and contact hours: 1-3 hours; may be repeated
- 1.5 Type of course: P - Practicum
- 1.6 Prerequisites/corequisites: Instructor permission and completion of at least 18 hours in the Masters of Arts in Education in Adult Education program, including all core requirements except capstone. Restricted to students admitted to the MAE – Adult Education program.
- 1.7 Course catalog listing: Supervised practical experience related to adult education studies. Grading is pass-fail.

2. Rationale:

- 2.1 Reason for developing the proposed course: The MAE in Adult Education has had a practicum/internship requirement since 2007. Students have enrolled in Education practicum courses (EDU 590: Teaching Internship). However, this is not a good solution for the long term, as EDU 590 is designated for students in the K-12 setting and does not reflect the adult education focus of the MAE in Adult Education. Thus, there is a need for a practicum course specifically for students in the MAE in Adult Education program.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to fifteen students per year may enroll. This estimate is based on present enrollment in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: Similar courses include ADED 589 – Internship in Community College Teaching and EDAD 694 – Seminar in Educational Leadership. The latter course, however, requires placement in a school setting, whereas Adult Education students are placed in a variety of academic and non-academic settings.
- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate practicum/internship courses exist in many other departments. Some examples are EDU 590 *Teaching Internship*, CNS 590 *Practicum*, CNS 591 *Mental Health Counseling/Marriage and Family Counseling Practicum*, PSY 562 *Practicum in Psychological Assessment*, PSY 662 *Practicum in Psychology*, REC 590 *Practicum in Recreation and Sport*, CD 590 *Clinical Internship*, EDAD 598

Field Experience in Educational Administration, FLK 589 *Internship*, GEOG 595 *Geoscience Practicum*, SWRK 660 *Advanced Field Practicum I*, SWRK 661 *Advanced Field Practicum II*, BIOL 589 *Internship in Biology*, and WOMN 589 *Internship in Women's Studies*. Similar to these other courses, the proposed course will offer MAE in Adult Education students the opportunity to gain supervised applied experience in appropriate adult education settings.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate practicum and internship courses are common at other institutions. Some examples are: EDA 610 *School Leadership Practicum* (University of Kentucky); EDP 675 *Practicum in School Psychology* (University of Kentucky); PSY 685 *Clinical Practicum* (University of Louisville); ECPY 680 *Practicum* (University of Louisville); EDAH 678 *Internship* (Morehead State University); CPSY 644 *Practicum in Counseling* (Ball State University), Adu Ed 6990 *Internship in Adult Education* (University of Missouri – St. Louis), and SW 600 *MSW Practice I* (Middle Tennessee State University).

3. Discussion of proposed course:

- 3.1 Course objectives: The specific objectives will vary, depending on the setting and the nature of the experiences provided. However, the overall objective of the course is to allow students to develop applied skills related to concentrations within the adult education program.
- 3.2 Content outline: The content will vary, depending on the setting.
- 3.3 Student expectations and requirements: As this is a practicum, student expectations will vary, depending on the setting. However, prior to enrollment the student, faculty supervisor, and on-site supervisor will develop an agreement regarding criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is a practicum course, no texts are likely to be assigned.

4. Resources:

- 4.1 Library resources: It is not anticipated that any library resources will be needed to support the proposed course.
- 4.2 Computer resources: Current resources are adequate to support the proposed course.

5. Budget implications:

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring, 2010

7. Dates of prior committee approvals:

| Dept. of Education Administration, Leadership, and Research September 22, 2009

CEBS Curriculum Committee

Graduate Council

University Senate

Attachment: Course Inventory Form

Proposal Date: 9/1/09

College of Behavioral Science and Engineering
Department of Education Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jim Berger e-mail: jim.berger@wku.edu Phone: 5-3892

1. Identification of Proposed Course

- 1.1 Prefix and Number: ADED 599
- 1.2 Title: Thesis Research and Writing
- 1.3 Abbreviated title: Thesis Research and Writing
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
- 1.5 Type of course: R (Research)
- 1.6 Prerequisite: Admission into the program. Permission of program director.
- 1.7 Catalog course listing: Independent research on a topic related to adult education.

2. Rationale

- 2.1 Reason for developing the proposed course:
Thesis Research and Writing is required for graduate students pursuing the thesis option of the Master of Arts in Education in Adult Education.
- 2.2 Projected enrollment in the proposed course:
This is a required course for the MAE in Adult Education students taking the thesis option. It is expected that initial enrollment will be six students a year.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The EALR department currently only offers EDAD 699, Specialist Project, but no thesis course is offered. The thesis course will prepare students to conduct basic research and write in the field of adult education. Students will begin the process of preparing their thesis in the last two semesters of their coursework, and the thesis research will enable them to delve further into an area covered in previous classes.
- 2.4 Relationship of proposed course to courses offered by other departments:
Other departments on campus offer a theses option to graduates, including: AGRI 599, CFS 599, CNS 599, ELED599, and EXED 599.
- 2.5 Relationship of proposed course to course offered in other institutions:
An examination of benchmark universities shows that each of them offers a thesis course to their graduate students. Such courses include BIS 699 at Morehead State University, IDM 699 at Missouri State University, ECT 699 at Indiana State University. Thesis courses are discipline specific in their focus on content, applications, and connections to other studies.

3. Discussion of Proposed Course

3.1 Course Objectives:

Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature, formulating research questions, designing and conducting a study, and analyzing and discussing research results.

3.2 Content Outline: Not applicable; students will conduct independent research under the direction of a graduate faculty member and thesis committee.

3.3 Student expectations and requirements:

- Complete thesis project with the approval of two committee members and thesis director
- Present thesis to graduate committee for approval
- Pass an oral defense of the thesis

3.4 Tentative texts and course materials

Students will be expected to own or have access to the latest edition of the American Psychological Association Style Manual.

4. Resources

4.1 Library resources:

Existing library resources are adequate.

4.2 Computer resources:

Existing computer resources are adequate.

5. Budget Implications

5.1 Proposed method of staffing:

Current faculty members will serve as thesis committee members.

5.2 Special equipment needed:

None.

5.3 Expendable materials

None.

5.4 Laboratory supplies needed:

None.

6. Proposed term for implementation:

Spring, 2010

Dates of prior committee approvals:

Education Administration, Leadership and Research Department September 22, 2009

CEBS Curriculum Committee _____

University Graduate Council _____

University Senate _____

Attachments: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise A Program
(Action Item)**

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 047
- 1.2 Current program title: Adult Education
- 1.3 Credit hours: 30 - 39

2. Identification of the proposed program changes:

- **Add Workforce Development concentration**
- **Modify Admissions Criteria.**

3. Detailed program description:

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. **Students select either the General concentration or the Community and Technical College Concentration**

Adult Education – General Concentration

The 30-hour General Concentration in Adult Education will consist of a required core of 15 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor will choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (EDU 590 – Adult Education Practicum and

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. **Students select the General concentration, the Community and Technical College Concentration, or the Workforce Development Concentration.**

Adult Education – General Concentration

The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required

ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option will be required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 12 hours in Adult Education, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students will be required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

(EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Adult Education – Higher Education Concentration The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Current Program

Proposed Program

General Adult Education Concentration
Core Courses (15 hours)
Course Name
 ADED 510 Introduction to Adult Education (3)
 ADED 520 Methods for Teaching Adults (3)
 ADED 530 Program Planning for Adults (3)
 ADED 540 History and Philosophy of Adult
 Education(3)
 ADED 611 Adult Learning and Development
 (3)

General Adult Education Concentration
Core Courses (9 hours)
Course Name
 ADED 510 Introduction to Adult Education
 (3)
 ADED 520 Methods for Teaching Adults (3)
 ADED 611 Adult Learning and Development
 (3)
Additional Adult Education Courses
ADED 530 Program Planning for Adults (3)
**ADED 540 History and Philosophy of Adult
 Education(3)**

Electives (6 hours) Courses may be selected
 from the following or from other
 courses with prior approval of advisor.
 ADED 598 Adult Education Seminar (3)
 CNS 555 Social and Cultural Diversity in
 Counseling (3)
 CNS 556 Developmental Career Counseling
 CNS 557 Human and Family Development in
 Counseling (3)
 CNS 572 American College Student (3)
 CNS 574 Student Development in Higher
 Education (3)
 CNS 577 Counseling Concepts and
 Applications for Student Affairs
 Professionals (3)
 CNS 580 Family Life Studies (3)
 CNS 586 Parenting Issues (3)
 CNS 667 Drug Abuse Counseling (3)
 CNS 670 Parameters of Law in Student Affairs
 and Higher Education (3)
 EXED 516 Exceptional Child: Perspectives and
 Issues (3)
 EXED 518 Seminar: Contemporary
 Challenges in Spec. Ed. (3)
 EXED 534 Seminar: Research in
 Exceptional Child Education (3)
 LTCY 519 Foundations of Reading Instruction
 (3)
 LTCY 523 Diagnostic Reading Procedures for
 Classroom Teachers (3)
 LME 535 Survey of Educational Technology
 Practices (3)
 LME 537 Principles of Educational

Electives (6 hours) Courses may be selected
 from the following or from other
 courses with prior approval of advisor.
 ADED 598 Adult Education Seminar (3)
 CNS 555 Social and Cultural Diversity in
 Counseling (3)
 CNS 556 Developmental Career Counseling
 CNS 557 Human and Family Development in
 Counseling (3)
 CNS 572 American College Student (3)
 CNS 574 Student Development in Higher
 Education (3)
 CNS 577 Counseling Concepts and
 Applications for Student Affairs
 Professionals (3)
 CNS 580 Family Life Studies (3)
 CNS 586 Parenting Issues (3)
 CNS 667 Drug Abuse Counseling (3)
 CNS 670 Parameters of Law in Student
 Affairs and Higher Education (3)
 EXED 516 Exceptional Child: Perspectives and
 Issues (3)
 EXED 518 Seminar: Contemporary
 Challenges in Spec. Ed. (3)
 EXED 534 Seminar: Research in
 Exceptional Child Education (3)
 LTCY 519 Foundations of Reading Instruction
 (3)
 LTCY 523 Diagnostic Reading Procedures for
 Classroom Teachers (3)
 LME 535 Survey of Educational Technology
 Practices (3)
 LME 537 Principles of Educational

<p>Technology Practices (3) PSY 510 Advanced Education Psychology (3) PSY 511 Psychology of Learning (3)</p>	<p>Technology Practices (3) PSY 510 Advanced Education Psychology (3) PSY 511 Psychology of Learning (3)</p>																		
<p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods (3) or equivalent as approved by advisor</p>	<p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods (3) or equivalent as approved by advisor</p>																		
<p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis</p> <p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i> EDU 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult (3) Education</p>	<p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis</p> <p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i> EDU 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult (3) Education</p>																		
<p>Community and Technical College Concentration <i>Core Courses (12 hours)</i></p> <table border="0"> <thead> <tr> <th><u>Course</u></th> <th><u>Name</u></th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Learning and Development (3)</td> </tr> <tr> <td>EDFN 612</td> <td>Seminar in Community College Teaching (3)</td> </tr> </tbody> </table>	<u>Course</u>	<u>Name</u>	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and Development (3)	EDFN 612	Seminar in Community College Teaching (3)	<p>Community and Technical College Concentration <i>Core Courses (9 hours)</i></p> <table border="0"> <thead> <tr> <th><u>Course</u></th> <th><u>Name</u></th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Learning and Development (3)</td> </tr> </tbody> </table> <p><i>Additional Higher Education Courses</i> EDFN 612 Seminar in Community College Teaching (3)</p>	<u>Course</u>	<u>Name</u>	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and Development (3)
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<p><i>Discipline Courses (18 hours)</i> Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges</p>	<p><i>Discipline Courses (18 hours)</i> Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges</p>																		
<p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor</p>	<p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor</p>																		
<p><i>Capstone Experience (6 hours)</i> ADED 589 Internship in Community/Technical College Teaching (3) ADED 597 Directed Study in Adult Education</p>	<p><i>Capstone Experience (6 hours)</i> ADED 589 Internship in Community/Technical College Teaching (3) ADED 597 Directed Study in Adult Education</p>																		

Higher Education Concentration

Core Courses (9 hours)

Course Name

AEDE 510 Introduction to Adult Education
(3)

AEDE 520 Methods for Teaching Adults (3)

AEDE 611 Adult Learning and
Development (3)

Additional Adult and Higher Education

***Courses (12 hours) – Choose four
courses from the following:***

AEDE 530 Program Planning for Adults

EDFN 612 Seminar in Community College
Teaching (3)

EDFN 685 Issues in Higher Education (3)

EDFN 675 Higher Education in America (3)

EDLD 721 - Postsecondary Change and
Culture (3)

EDLD 724 - Leadership in Community and
Technical Colleges (3)

EDLD 728 - Postsecondary Economics and
Finance (3)

ID 570 Principles of Instructional Design.
(3)

ID 573 Instructional Performance and Task
Analysis (3)

ID 583 Training Materials (3)

ID 585 Distance Delivery Systems (3)

Research Methods Course (3 hours)

EDFN 500 Research Methods

Capstone Experience:

*Students may choose one of the following two
options:*

Thesis Option (6 hours)

AEDE 599 Thesis (6)

or

Non-Thesis Option (6 hours)

AEDE 590 Adult Education Practicum (3)

AEDE 597 Directed Study in Adult Education
(3)

Admission Policy

Admission to the Master of Arts in Education in Adult Education program requires a GAP score (undergraduate GPA X GRE score (V+Q)) of 2200 and a minimum GRE analytical writing score of 3.5

Proposed Admission Policy

Admission to all ADED concentrations requires the student to meet one of the following:

1. Admission with GRE and GAP score:
 - a. Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).
2. WKU graduates with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:
 - a. a letter of application that explains why they should be exempt from the GRE
 - b. a written philosophy of education
 - c. two letters of reference from faculty members that detail their potential as graduate students
 - d. two letters of reference from instructors, colleagues, and/or administrators that address their dispositions to teach; and
 - e. a 5-page paper that indicates the applicant's analytical writing ability.
3. Graduates of accredited universities with an undergraduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:
 - a. a letter of application that explains why they should be exempt from the GRE
 - b. a written philosophy of education
 - c. two letters of reference from faculty members that detail their potential as graduate students
 - d. two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and
 - e. a 5-page paper that indicates the applicant's analytical writing ability.
4. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a letter of application that explains why they should be exempt from the GRE requirement.

4. Rationale for the proposed program changes:

- The proposed changes to this program include the addition of a third concentration for instructors or students who want to work within higher education settings, providing training and development for faculty and staff. This proposed program would provide the basis for adult learning and teaching and would enable graduates to obtain training positions throughout the university and other higher education settings. This

concentration would not enable graduates to teach as faculty members within a postsecondary setting; only provide training or other development services. The variety of courses would allow graduates to tailor their program to meet the setting of their choosing.

- A modification of admission requirements is proposed so that the Adult Education program is consistent with other teaching programs at Western Kentucky University as well as other institutions in the state such as Campbellsville and the University of Louisville. These other institutions do not require GRE scores for all applicants, so WKU's requirement puts the program at a disadvantage in recruiting students. Also, data collected by program faculty over the past 6 years support the implementation of the revised admission policy.

5. Proposed term for implementation: Fall, 2010

6. Dates of prior committee approvals:

Department of Education Administration, Leadership and Research:

September 22, 2009

CEBS Curriculum Committee

Graduate Council

University Senate

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Persons: Sam Evans, sam.evans@wku.edu, 6-4664, or Retta Poe, retta.poe@wku.edu, 5-4662

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 594
- 1.2 Course title: Practicum in Education or Behavioral Sciences
- 1.3 Abbreviated course title: Practicum Educ/Behav Sciences
- 1.4 Credit hours and contact hours: 1-3 hours; may be repeated
- 1.5 Type of course: P - Practicum
- 1.6 Prerequisites/corequisites: Instructor permission and completion of at least 18 hours in the Education and Behavioral Science Studies program, including all core requirements except capstone. Restricted to students admitted to the MAE – Education and Behavioral Science Studies program.
- 1.7 Course catalog listing: Supervised practical experience related to education or behavioral science studies. Grading is pass-fail.

2. Rationale:

- 2.1 Reason for developing the proposed course: The MAE in Education and Behavioral Science Studies (EBSS) has had a practicum/internship requirement since 2005. Students have enrolled in existing practicum courses in areas consistent with the program emphasis elected by the students at the time of admission. For example, a student pursuing an emphasis related to counseling or student affairs enrolled in CNS 590 *Practicum*, and a student with a focus on working with individuals with special needs enrolled in EXED 590 *Advanced Internship in Exceptional Education*. However, this is not a good solution for the long term, as some students may elect to complete a practicum placement in a setting for which the existing courses may not be appropriate. Thus, there is a need for a practicum course specifically for students in the EBSS program.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to five students per year may enroll. This estimate is based on present enrollment in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The only similar EDU course is EDU 590 *Teaching Internship*. This course, however, requires placement in a school setting, whereas EBSS students do placements in a variety of academic and non-academic settings. Similarly, while there are other practicum and internship courses in the School of Teacher Education (e.g., EXED 590 *Advanced Internship in Exceptional Education*, LME 590 *Practicum*), each of them is focused on providing practical experience in settings specific to the respective discipline.

- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate practicum/internship courses exist in many other departments. Some examples are CNS 590 *Practicum*, CNS 591 *Mental Health Counseling/Marriage and Family Counseling Practicum*, PSY 562 *Practicum in Psychological Assessment*, PSY 662 *Practicum in Psychology*, REC 590 *Practicum in Recreation and Sport*, CD 590 *Clinical Internship*, EDAD 598 *Field Experience in Educational Administration*, FLK 589 *Internship*, GEOG 595 *Geoscience Practicum*, SWRK 660 *Advanced Field Practicum I*, SWRK 661 *Advanced Field Practicum II*, BIOL 589 *Internship in Biology*, and WOMN 589 *Internship in Women's Studies*. Similar to these other courses, the proposed course will offer EBSS students the opportunity to gain supervised applied experience in appropriate settings.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate practicum and internship courses are common at other institutions. Some examples are: EDA 610 *School Leadership Practicum* (University of Kentucky); EDP 675 *Practicum in School Psychology* (University of Kentucky); PSY 685 *Clinical Practicum* (University of Louisville); ECPY 680 *Practicum* (University of Louisville); CPSY 644 *Practicum in Counseling* (Ball State University), and SW 600 *MSW Practice I* (Middle Tennessee State University).

3. Discussion of proposed course:

- 3.1 Course objectives: The specific objectives will vary, depending on the setting and the nature of the experiences provided. However, the overall objective of the course is to allow students to develop applied skills related to the focus areas of their respective programs.
- 3.2 Content outline: The content will vary, depending on the setting.
- 3.3 Student expectations and requirements: As this is a practicum, student expectations will vary, depending on the setting. However, prior to enrollment the student, faculty supervisor, and on-site supervisor will develop an agreement regarding criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is a practicum course, no texts are likely to be assigned.

4. Resources:

- 4.1 Library resources: It is not anticipated that any library resources will be needed to support the proposed course.
- 4.2 Computer resources: Current resources are adequate to support the proposed course.

5. Budget implications:

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring, 2010

7. Dates of prior committee approvals:

School of Teacher Education 8/27/09

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Persons: Sam Evans, sam.evans@wku.edu, 6-4664, or Retta Poe, retta.poe@wku.edu, 5-4662

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 695
- 1.2 Course title: Advanced Topics in Education
- 1.3 Abbreviated course title: Advanced Topics in Education
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated
- 1.5 Type of course: I – Independent Study
- 1.6 Prerequisites/corequisites: Post-master's standing and departmental permission
- 1.7 Course catalog listing: Readings or special projects in education. May be repeated for credit.

2. Rationale:

- 2.1 Reason for developing the proposed course: Recent revisions in education graduate programs, along with the development of the EdD in Educational Leadership, have led to increased student interest in the opportunity to do special projects or independent investigations of topics related to education. However, there has been no available course suitable for awarding credit for the desired educational experiences. The proposed course is intended to remedy that deficit.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to five students per year may enroll. This estimate is based on informal conversations with current and prospective students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The only similar EDU course is EDU 595 Directed Study in Education or Behavioral Sciences. However, that course, the capstone course for the MAE in Education and Behavioral Sciences (EBSS) program, is restricted to students in the EBSS program. Moreover, EDU 595 may be taken by students in their first master's program, whereas the proposed course is intended for advanced graduate students, those who have already earned a master's degree and are now working on a second master's degree, an Education Specialist (EdS) degree, or the EdD. Similarly, the School of Teacher Education offers other special topics courses focusing on specific content areas (e.g., LME 519 Special Topics in Educational Technology, ENVE 585 Special Topics in Environmental Education), but these courses would not be appropriate for students who wished to study other education topics, and they are also available to students pursuing a first master's degree, whereas the proposed course is for advanced graduate students.
- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate special topics courses are relatively common across the university.

Some examples are BIOL 675 Advanced Topics in Biology, BA 592 Special Topics in Business, CNS 669 Special Topics in Counseling and Guidance, CS 595 Advanced Topics in Computer Science, GEOG 577 Special Topics in GIS, HIST 590 Advanced Individual Study, and ENG 597 Special Topics. Some of these are seminar courses, whereas others are independent study or directed study courses. Similar to these other courses, the proposed course will offer education students the opportunity to do readings or independent projects related to education.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate special topics courses are common at other institutions. Some examples of courses similar to the proposed course are: EDC 710 Advanced Topics in Instructional Design (University of Kentucky); EDAP 672 Special Topics in Curriculum (University of Louisville); EDCUR 690 Problems in Curriculum (Ball State University), and FOED 7610 Directed Individual Education Research (Middle Tennessee State University).

3. Discussion of proposed course:

- 3.1 Course objectives: The specific objectives will vary, depending on the project developed by the student. However, the overall objective of the course is to allow students to develop specialized knowledge and skills related to the topic of study.
- 3.2 Content outline: As this is an independent study course, the content will vary.
- 3.3 Student expectations and requirements: As this is an independent study course, student expectations will vary. However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the readings, assignments, and criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is an independent study course, texts and course materials will vary.

4. Resources:

- 4.1 Library resources: As this is an independent study course, library resource needs will vary. However, current resources are believed to be adequate to support the proposed course.
- 4.2 Computer resources: As this is an independent study course, computer resource needs will vary. However, current resources are believed to be adequate to support the proposed course.

5. Budget implications:

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring, 2010

7. Dates of prior committee approvals:

School of Teacher Education

8/27/09

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Attachment: Course Inventory Form

INFORMATION ITEM

MEMO TO: Curriculum Committees

FROM: Dr. Sherry Powers, Director, School of Teacher Education
Dr. Bud Schlinker, Interim Head, Department of Educational Administration, Leadership and Research

DATE: July 1, 2009

SUBJECT: Relocation of the MAE in Adult Education programs

Effective July 2009, the following program will be moved administratively from the School of Teacher Education to the Department of Educational Administration, Leadership and Research in the College of Education and Behavioral Sciences:

Masters of Arts in Education in Adult Education, Ref.# 047

This change is being made to provide students in this program with appropriate advising from qualified faculty in Adult Education. Questions about this change may be directed to Dr. Powers, Dr. Schlinker, or Dr. Jim Berger, program advisor for students in the ADED program.

Department of EALR	<u>2-17-09</u>
School of Teacher Education	<u>3-20-09</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

MEMO TO: CEBS Curriculum Committee
FROM: Retta Poe
DATE: 09/17/09
SUBJECT: Report from the Alternate Admission Subcommittee

In recent weeks members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee have conducted individual reviews of several applications for alternate admission. The students' initials, the programs for which admission was sought, the decisions, and the dates of the decisions are indicated below:

MS: Library Media Education

K. D. sought admission; admission recommended unconditionally 6/22/09.

MAE: Student Affairs in Higher Education

B. S. sought admission. Committee recommended that student be offered the opportunity to revise the alternate admission portfolio. Another review will occur after the revised portfolio is received.

K. H. sought admission; admission recommended unconditionally 8/28/09.

MAE: Secondary Education

J. B. sought admission; admission recommended unconditionally 9/17/09.

MAE: Interdisciplinary Early Childhood Education

L. A. sought admission; admission recommended unconditionally 9/17/09.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. I have returned the alternate admission applications to Graduate Studies with the recommendations indicated.