

CEBS CURRICULUM COMMITTEE
3:00 pm – February 5, 2012
GRH 3073

- I. Approval of Minutes of the December 4, 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**

Dean's Office – CEBS

1. Proposal to Revise a Certification Policy (Policy on Expiration of Courses and Programs Leading to Professional Education Certification)
2. Revise a Program – 042, Education and Behavioral Science Studies

School of Teacher Education

1. Revise Course Prerequisites – SEC 351, Teaching Strategies for Secondary Schools
2. Revise Course Prerequisites – SEC 352, Planning for Student Diversity
3. Revise a Program – 044, MAE Literacy Education

Educational Administration, Leadership and Research

1. Revise Course Prerequisites – ADED 510, Introduction to Adult Education
2. Revise Course Prerequisites – ADED 520, Methods for Teaching Adults
3. Revise Course Prerequisites – ADED 530, Introduction to Adult Education
4. Revise a Program – 047, Adult Education
5. Revise a Program – 162, Community College Faculty Preparation Certificate

Psychology

1. New Course - PSY 408, Psychology of Language
2. New Course - PSY 408G, Psychology of Language
3. Revise a Program – 591, Psychology Extended Major
4. Revise a Program – 760, Psychology General Major

III. **Other Business**

--Schedule for OGS Selection

Proposal Date: 12/06/12

College of Education and Behavioral Sciences
Proposal to Revise a Certification Policy
(Action Item)

Contact Person: Retta E. Poe, retta.poe@wku.edu, 745-4662

- 1. Identification of policy:** Policy on Expiration of Courses and Programs Leading to Professional Education Certification

- 2. Current policy:**

For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:

Approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

- 3. Proposed policy:**

For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification

requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:

Consistent with NCATE Standard 1 (Candidate Knowledge, Skills, and Professional Dispositions), approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses **may not be** aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older **content** courses may be used will be made on a case-by-case basis by the department head of the student's major. **For students in programs leading to secondary certification (Grades P-12, 5-12, and 8-12), decisions about whether older pedagogy courses may be used will be made by the Director of the School of Teacher Education.** Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

- 4. Rationale for revision:** The current policy is ambiguous with respect to the appropriate unit head responsible for approving inclusion of older pedagogy courses when the student is pursuing a major outside of the STE, so the proposed revision is an effort to provide clarity on that point. Evaluation of whether students meet current standards with regard to their content-area knowledge and skills is most appropriately made by faculty in the content area. However, faculty in the School of Teacher Education (STE) should make decisions about the currency of pedagogical knowledge, skills, and dispositions. NCATE Standard 1 states: "Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards." In the supporting explanation accompanying the delineation of the standard in the NCATE manual, it is noted, "Educator licensure standards adopted by most states require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P-12 schools are expected to demonstrate the candidate learning proficiencies identified in the unit's conceptual framework, in the standards of national professional organizations which should be aligned with standards for P-12 students, and

in state licensing standards.” To ensure that teacher candidates meet current teacher standards with respect to pedagogy, appropriate evaluation of whether a student’s pedagogical knowledge and skills developed in older courses are nonetheless consistent with current teacher standards should be conducted in the School of Teacher Education.

5. Impact of proposed policy on existing academic or non-academic policies: None anticipated.

6. Proposed date of implementation: The proposed revision will be implemented immediately upon approval by appropriate committees.

7. Dates of approval:

CEBS Curriculum Committee _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

Graduate Council (for information) _____

University Senate _____

Proposal Date: 01/29/2013

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

Contact Persons: Janet Applin, janet.applin@wku.edu, 5-4662

1. Identification of program:

- 1.1 Current program reference number: 042
- 1.2 Current program title: Education and Behavioral Science Studies
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Revise admission criteria to reflect changes to GRE and TOEFL; add a scholarly writing sample; and allow those from all undergraduate disciplines to be admitted to the program.
- Identify EDU practicum and thesis courses that may be used to satisfy program requirements

3. Detailed program description:

Current Program	Proposed Program
<p>This program is designed for students who wish to do advanced study of education or behavioral sciences but whose career goals are not addressed by existing programs. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university (currently 2200); earn a GRE-Verbal score of at least 350; and achieve a GRE Analytical Writing score of at least 3.5. In addition, applicants are expected to have an undergraduate degree in an area related to education or behavioral sciences. Accompanying the application must be a personal statement that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the TOEFL (or 213 on the computer-based</p>	<p>This program is designed for students who wish to do advanced study of education or behavioral sciences but whose career goals are not addressed by existing programs. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Applicants for admission are expected to:</p> <ul style="list-style-type: none">• 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); and• Submit a scholarly/professional writing sample to be assessed by the admissions committee. <p>OR</p> <ul style="list-style-type: none">• Attain a GAP score consistent with the minimum established by the university (currently 550 for applicants who took the GRE General Test on or after August 1,

<p>version). The Listening subscale score must be at least 50 (16 on the computer-based version), and the essay writing subscale score must be at least 4.0.</p>	<p>2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); earn a GRE-Verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011, must also earn a GRE-Quantitative score of at least 139.</p>
<p>A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.</p>	<ul style="list-style-type: none"> • Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals.
<p>Selection of courses for each category of the core will be determined by the program advisory committee, based on an evaluation of the student's professional needs and goals.</p>	<p>International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The Listening subscale score must be at least 53 (18 on the iBT version), and the writing subscale score must be at least 60 (23 on the iBT version).</p>
<p><u>Required core</u> <i>Research Foundations</i> 3 hours EDFN 500 Research Methods or equivalent, approved by advisory committee</p>	<p>A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.</p>
<p><i>Professional Foundations</i> 3 hours</p>	<p>Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.</p>
<p><i>Strategies/Methodologies of Education or Behavioral Sciences</i> 3 hours</p>	<p><u>Required core</u> <i>Research Foundations</i> 3 hours EDFN 500 Research Methods or equivalent, approved in advance by advisor</p>
<p><i>Developmental Issues</i> 3 hours</p>	<p><i>Professional Foundations</i> 3 hours</p>
<p><i>*Professional Development Practicum/Seminar Course (Field-based, practical application, selected with prior approval by advisor)</i> 3 hours</p>	<p><i>Strategies/Methodologies of Education or Behavioral Sciences</i> 3 hours</p>
<p><i>*Capstone Course</i> 3 hours EDU 595 Directed Study in Education or Behavioral Sciences</p>	<p>• Advisor-approved pedagogy-related,</p>
<p><i>*Note: A thesis (6 hours) may be substituted for the Professional Development and Capstone Course requirements.</i></p>	
<p>Total for core: 18 hours</p>	
<p><u>Option 1: Education Studies: 12 hours</u></p>	

<p>strategies, or methods course 3 hours</p> <ul style="list-style-type: none"> Content courses 9 hours Courses from non-education fields; must be approved by advisor. <p><u>Option 2: Behavioral Science Studies: 12 hours</u></p> <ul style="list-style-type: none"> Courses selected with advisor approval from Counseling, Psychology, Consumer Family Sciences, Sociology, Social Work, or other behavioral science areas. <p style="text-align: right;">Program Total: 30 hours</p>	<p><i>Developmental Issues</i> 3 hours</p> <p><i>*Professional Development</i> 3 hours EDU 594 Practicum in Education or Behavioral Sciences, or other practicum or seminar course requiring field-based, practical application, approved in advance by advisor</p> <p><i>*Capstone Course</i> 3 hours EDU 595 Directed Study in Education or Behavioral Sciences</p> <p><i>*Note: A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 Thesis Research and Writing (6 hours) or other thesis course, with approval of the thesis director.</i></p> <p style="text-align: right;">Total for core: 18 hours</p> <p><u>Option 1: Education Studies: 12 hours</u></p> <ul style="list-style-type: none"> Advisor-approved pedagogy-related, strategies, or methods course 3 hours Content courses 9 hours Courses from non-education fields; must be approved by advisor. <p><u>Option 2: Behavioral Science Studies: 12 hours</u></p> <ul style="list-style-type: none"> Courses selected with advisor approval from Counseling, Psychology, Consumer Family Sciences, Sociology, Social Work, or other behavioral science areas. <p style="text-align: right;">Program Total: 30 hours</p>
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4. Rationale for the proposed program changes:

- The proposed GRE/GAP and TOEFL admission score changes reflect recent changes to the GRE and TOEFL and are intended to establish cut-offs that are equivalent to the previously-utilized scores from the older versions of the tests. The scholarly writing sample will serve as an assessment for the applicants' writing ability should they choose to apply without submitting GRE scores. The program

advisory committee agreed that the program should be opened up to students from all backgrounds with an interest in Education and Behavioral Sciences, as opposed to only students with an undergraduate background in Education and Behavioral Sciences.

- The addition of EDU 594 Practicum in Education or Behavioral Sciences and EDU 599 Thesis Research and Writing provides new alternatives for students. Previously, EBSS students had to take practicum and thesis courses in other program areas. They will still be able to do this, if appropriate and if approved by their advisors, but now they also have available EDU courses.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2013

6. Dates of prior committee approvals:

EBSS Advisory Committee: _____

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 11/20/12

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

Contact Person: Judy Davison, judy.davison@wku.edu, 745-3551

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SEC 351
 - 1.2 Course title: Teaching Strategies for Secondary Schools
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** EDU 250, PSY 310.
- 3. Proposed prerequisites:** EDU 250 or MGE 275, and PSY 310.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** The change is being made to allow students in programs leading to certification for Grades 5-12 to use either EDU 250 or MGE 275 as their introductory course in the Teacher Education program, depending on the focus of their intended final program and certification.
- 5. Effect on completion of major/minor sequence:** The proposed change should benefit students, as it will allow students in 5-12 programs (that have previously required both EDU250 and MGE275) to matriculate through their program sequence in the same time frame despite program revisions increasing EPSB required fieldwork hours.
- 6. Proposed term for implementation:** Fall 2013
- 7. Dates of prior committee approvals:**

School of Teacher Education:	<u>12/12/12</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 11/20/12

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

Contact Person: Judy Davison, judy.davison@wku.edu, 745-3551

1. Identification of course:

- 1.1 Course prefix (subject area) and number: SEC 352
- 1.2 Course title: Planning for Student Diversity
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites: EDU 250, PSY 310 (SEC 351 pre- or corequisite).

3. Proposed prerequisites/corequisites: EDU 250 or MGE 275, and PSY 310 (SEC 351 pre- or corequisite). (Note that no change is proposed to SEC 351 as a pre- or corequisite.)

4. Rationale for the revision of prerequisites: The change is being made to allow students in programs leading to certification for Grades 5-12 to use either EDU 250 or MGE 275 as their introductory course in the Teacher Education program, depending on the focus of their intended final program and certification.

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5. Effect on completion of major/minor sequence: The proposed change should benefit students, as it will allow students in 5-12 programs (that have previously required both EDU250 and MGE275) to matriculate through their program sequence in the same time frame despite program revisions increasing EPSB required fieldwork hours.

6. Proposed term for implementation : Fall 2013

7. Dates of prior committee approvals:

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

CEBS Curriculum Committee _____

Professional Education Council _____

Curriculum Committee _____

University Senate _____

Undergraduate

Deleted: ¶

Proposal Date: 09/25/2012

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

Contact Person: Dr. Cassie Zippay, cassie.zippay@wku.edu, 270.745.2679

1. **Identification of program:**
 - 1.1 Current program reference number: 044
 - 1.2 Current program title: Literacy Education
 - 1.3 Credit hours: 36

2. **Identification of the proposed program changes:**
 - o Revision of the catalog description
 - o Revision of the admission policy
 - o Revision of the “Notes”

3. **Detailed program description:**

Current Program Master of Arts in Education – Literacy	Proposed Program Master of Arts in Education – Literacy (Reading Endorsement P-12)
	Master of Arts in Education: Literacy Education, Ref. #044 Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website . The Literacy Education, which leads to the Master of Arts in Education, is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors. Thesis and non-thesis options are available to students. Students in the non-thesis option complete a comprehensive literacy project.

Admission Requirements

Admission to the ~~Master of Arts in Education Literacy~~ program requires a ~~GAP score (undergraduate GPA x GRE score) of 2300 and a minimum GRE analytical writing score of 3.5. Applicants with a GAP score between 2200 and 2299 and at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area. Applicants must have and submit a current teaching certificate when applying to the MAE: Literacy Education program. Thesis and non-thesis options are available to students.~~

Degree Requirements

Required Professional Education

Admission to the Literacy Education program requires:

GRE scores (converted with undergraduate GPA to a GAP score)

Scores after October 1, 2002 but prior to August 2011- The required GAP score based on the GRE is 2300 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA).

Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.

Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each.

Applicants must also achieve an Analytical Writing score of 3.5 or higher.

Applicants with a GAP score **lower than required for admission and with at least a 3.5 Analytical Writing score** may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.

Applicants must submit a current teaching certificate **or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12** when applying to the MAE: Literacy Education program.

Degree Requirements

Required Professional Education Component- 21 hours

LTCY 518 Literacy Education and technology (3 hours)

LTCY 519 Foundations of Reading Instruction

<p><i>Component-21 hours</i> LTCY 518 Literacy Education and technology (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) LTCY 521 Reading Intervention Practicum (3 hours) LTCY 524 Content Area Literacy (3 hours) LTCY 527 Literacy Learning & Cultural Differences (3 hours) LTCY 528 Literacy Research Methods & Evaluation (3 hours) <i>Specialization Component-6 hours</i> Choose one of the following (3 hours) LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours) LTCY 624 Seminar in Literacy Issues and Trends (3 hours) LTCY 695 Internship in Literacy Supervision (3 hours) Restricted Electives: Choose one of the following (3 hours) PSY 510 Advanced Educational Psychology (3 hours) PSY 511 Psychology of Learning (3 hours) PSY 519 Psychological Perspectives on Classroom Behavior (3 hours) PSY 540 Behavior Problems of Childhood and Adolescence (3 hours) ELED 503 Organization of Elementary School Curriculum (3 hours) MGE 571 Middle School Curriculum (3 hours) SPED 516 Exceptional Child: Perspectives & Issues (3 hours) SEC 580 Curriculum (3 hours) ENG 596 Writing Project (3 hours) LME 518 Advanced Children's Literature (3 hours) LME 527 Literature for Young Adults (3 hours) SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours) IECE 591 Seminar in Interdisciplinary</p>	<p>(3 hours) LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) LTCY 521 Reading Intervention Practicum (3 hours) LTCY 524 Content Area Literacy (3 hours) LTCY 527 Literacy Learning & Cultural Differences (3 hours) LTCY 528 Literacy Research Methods & Evaluation (3 hours) <i>Specialization Component-6 hours</i> Choose one of the following (3 hours) LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours) LTCY 624 Seminar in Literacy Issues and Trends (3 hours) LTCY 695 Internship in Literacy Supervision (3 hours) Restricted Electives: Choose one of the following (3 hours) PSY 510 Advanced Educational Psychology (3 hours) PSY 511 Psychology of Learning (3 hours) PSY 519 Psychological Perspectives on Classroom Behavior (3 hours) PSY 540 Behavior Problems of Childhood and Adolescence (3 hours) ELED 503 Organization of Elementary School Curriculum (3 hours) MGE 571 Middle School Curriculum (3 hours) SPED 516 Exceptional Child: Perspectives & Issues (3 hours) SEC 580 Curriculum (3 hours) ENG 596 Writing Project (3 hours) LME 518 Advanced Children's Literature (3 hours) LME 527 Literature for Young Adults (3 hours) SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours) IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours) <i>Research Foundations</i> EDFN 500 Research Methods (3 hours) <i>Thesis Option</i> LTCY 599 Thesis (6 hours) <i>Non-Thesis Option-6 hours</i> LTCY 522 Investigations in Reading (3 hours) LTCY 624 Seminar in Literacy Issues and</p>
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<p>Early Childhood Education (3 hours) <i>Research Foundations</i> EDFN 500 Research Methods (3 hours) <i>Thesis Option</i> LTCY 599 Thesis (6 hours)</p> <p><i>Non-Thesis Option-6 hours</i> LTCY 522 Investigations in Reading (3 hours) LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p><i>Note: Hours above 30 may count toward Rank 1.</i></p>	<p>Trends (3 hours)</p> <p><i>Notes:</i> <i>Hours above 30 may count toward Rank 1. To be recommended for the Reading P-12 Endorsement, one must submit a qualifying score on the PRAXIS exam for Reading P-12. For current <u>PRAXIS</u> information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website:</i> http://www.ets.org/praxis/ky/requirements</p>
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4. Rationale for the proposed program change:

- The catalog description changes proposed are for the purpose of clarification.
- Admission policy revisions regarding the GRE and GAP scores are being proposed to align with the Graduate Studies admissions policy.
- The “Notes” changes proposed are for the purpose of clarification.

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

Revised admission requirements will take effect for students admitted for Summer 2013 and thereafter. Other program changes will take effect in Fall 2013.

6. Dates of prior committee approvals:

School of Teacher Education	<u>12/12/12</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 11-20-2012

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Prerequisites
(Consent Item)**

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ADED 510
- 1.2 Course title: Introduction to Adult Education
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites: Prerequisite – EDFN 500

Co-Requisite – ADED 520

3. Proposed prerequisites/corequisites: none.

4. Rationale for the revision of prerequisites/corequisites:

Students are encouraged to take EDFN 500 within the first twelve hours of the program so it is not necessary to take it with ADED 510. It is more appropriate for students to take ADED 520 – Methods for Teaching Adults after they have completed ADED 611 – Adult Development and Learning. Asking them to take ADED 520 at the same time as ADED 510 would only cause problems because they do not have the knowledge base to begin teaching adults.

5. Effect on completion of major/minor sequence: None. Students have been advised this way for a while now.

6. Proposed term for implementation: Spring, 2014

7. Dates of prior committee approvals:

EALR Department/Division: December 4, 2012

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 11-20-2012

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Prerequisites
(Consent Item)**

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ADED 520
- 1.2 Course title: Methods for Teaching Adults
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites: Prerequisite – EDFN 500

Co-Requisite – ADED 510

3. Proposed prerequisites/corequisites: Prerequisite – ADED 611 Co-Requisite – none.

4. Rationale for the revision of prerequisites/corequisites:

As this is a methods course, it is important that students have a strong foundation in adult learning and development. EDFN 500 is recommended to be completed in the first twelve hours of the program but it does little to help prepare students in this program.

5. Effect on completion of major/minor sequence: None. Students have been advised this way for a while now.

6. Proposed term for implementation: Spring, 2014

7. Dates of prior committee approvals:

EALR Department/Division: December 4, 2012

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 11-20-2012

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Prerequisites
(Consent Item)**

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ADED 530
- 1.2 Course title: Introduction to Adult Education
- 1.3 Credit hours: 3.0

2. Current prerequisites: ADED 520 – Methods for Teaching Adults

3. Proposed prerequisites: ADED 510 – Introduction to Adult Education

4. Rationale for the revision of prerequisites:

Students are encouraged to take ADED 520 before ADED 530 but it is not necessary. It is important, however, to have a basic foundation of the field of adult education, making it necessary to have ADED 510 as a prerequisite.

5. Effect on completion of major/minor sequence: None. Students have been advised this way for a while now.

6. Proposed term for implementation: Spring, 2014

7. Dates of prior committee approvals:

EALR Department/Division:	December 4, 2012
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 01/28/13

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
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:

- Correct previous error in listing of Practicum course
- Change ADED 589 to ADED 590
- Update admission requirements to be consistent with the new GRE test

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 the General concentration, the Community and Technical College Concentration, or the Higher Education 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

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 Higher Education 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

be attained through completion of a thesis or the following two additional courses are required (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

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<p>program.</p> <p>Adult Education – Training and Development Concentration The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3 additional hours in ADED 530 – Program Planning for Adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.</p>	<p>program.</p> <p>Adult Education – Training and Development Concentration The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3 additional hours in ADED 530 – Program Planning for Adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.</p>																
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<p style="text-align: center;">Admission Requirements</p> <p>Admission to all ADED concentrations requires the student to meet ONE of the following:</p> <p>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).</p> <p>2. Graduates of accredited universities 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:</p> <ol style="list-style-type: none"> a letter of application that explains why they should be exempt from the GRE a written philosophy of education two letters of reference from faculty members that detail their potential as graduate students two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and a 5-page paper that indicates the applicant's analytical writing ability. <p>3. 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.</p>	<p style="text-align: center;">Admission Requirements</p> <p>Admission to all ADED concentrations requires the student to meet ONE of the following:</p> <p>1. Admission with GRE and GAP score: Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE taken before August, 2011 or a GAP (GRE-V plus GRE-Q plus (UG GPA multiplied by 100)) of 550 with a minimum GRE-V of 139 and GRE-Q of 139 for the GRE taken after August 2011. Also required is a GRE Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate Studies and Research (270-745-2446).</p> <p>2. Graduates of accredited universities 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:</p> <ol style="list-style-type: none"> a letter of application that explains why they should be exempt from the GRE a written philosophy of education two letters of reference from faculty members that detail their potential as graduate students two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and a 5-page paper that indicates the applicant's analytical writing ability. <p>3. 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.</p>
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- 4. Rationale for the proposed program changes:**
- There is a slight modification to the listing of courses for the Practicum. In the past, the MAE in Adult Education had been using EDU 590 but we created our own practicum. This had not been reflected in the catalog listing.
 - We have removed ADED 589 (a course that has not been created) and put ADED 590 in its place. ADED 589 was to be an internship/practicum for those interested in teaching in the community/technical college realm. However, that would mean an additional course

on the books to hire for. Instead, we will have the students conduct those same tasks in ADED 590 – Practicum in Adult Education.

- Corrected EDLD courses to be properly identified as EDFN
- Update the GRE and GAP score requirements to reflect recent changes to the GRE.

5. Proposed term for implementation: Fall, 2013

6. Dates of prior committee approvals:

Department of Educational Administration, Leadership
and Research: December 4, 2012

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 01/28/13

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
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: 162
 - 1.2 Current program title: Community College Faculty Preparation Certificate
 - 1.3 Credit hours: 9

- 2. Identification of the proposed program changes:** Change required course from DEPT 589 to ADED 590

- 3. Detailed program description:**

Current Program	Proposed Program
<p>The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements. The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.</p> <p>Admission Requirements Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Office of Graduate Studies.</p> <p>Certificate Requirements_9 hours Required Courses ADED 611 Adult Development and Learning (3)</p>	<p>The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements. The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.</p> <p>Admission Requirements Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Office of Graduate Studies.</p> <p>Certificate Requirements_9 hours Required Courses ADED 611 Adult Development and Learning</p>

EDFN 612 Seminar in Community College Teaching (3) DEPT 589 Academic Discipline Internship in Community College Teaching (3) OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.	EDFN 612 Seminar in Community College Teaching (3) ADED 590 – Practicum in Adult Education (3) OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.
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4. **Rationale for the proposed program change:** DEPT 589 was never created. Instead, students would be required to take the departmental 589 course. To open this opportunity up to more students, I would like to allow ADED 590 – Practicum in Adult Education as another option. This option allows those students who would like a certificate to teach in the Community/Technical College System the ability to do so without relying on the presence of departmental courses that may not be available.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall, 2013

6. **Dates of prior committee approvals:**

Department of Educational Administration, Leadership
and Research: December 4, 2012

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 10/01/12

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

Contact Person: Matthew C. Shake, email: matthew.shake@wku.edu, phone: 5-4312

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 408
- 1.2 Course title: Psychology of Language
- 1.3 Abbreviated course title: Psychology of Language
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: PSY 210 and PSY 211 with a grade of "C" or better, and junior standing or permission of the instructor
- 1.7 Course catalog listing: Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms.

2. Rationale:

- 2.1 Reason for developing the proposed course: Psychology of Language (also known as Psycholinguistics) encompasses several areas that are central to understanding human cognition and behavior; for example, how humans read, speak, and comprehend language. The course emphasizes the importance of scientific methods to better understand individual language abilities, and thus provides a strong addition to the department's emphasis on psychological science. Psycholinguistics is also part of an emergent field of study called cognitive science, which is at the forefront of modern psychological research. Whereas linguistics studies the origin, structure, and use of language, and sociolinguistics examines the relationship between language and social behavior, psycholinguistics uses empirical methods to understand the cognitive and neurological abilities that give rise to an individual's language capabilities. Finally, Psychology of Language is a common offering at other universities (Stoloff et al., 2010), particularly ones as large (or larger) as WKU.
- 2.2 Projected enrollment in the proposed course: 30/semester based on the course's ability to fulfill part of the Psychology Major.
- 2.3 Relationship of the proposed course to courses now offered by the department: Psychology of Language is covered very briefly (one chapter or section, typically) in some courses such as Cognitive Psychology (PSY 405), Child Development (PSY 321), and Introductory Psychology (PSY 100). There is no course in the department, however, that addresses the full range of language topics.
- 2.4 Relationship of the proposed course to courses offered in other departments: The English Department offers an Introduction to Linguistics (ENG 104) that

emphasizes English language structure and meaning, but the course does not focus on individual psychological mechanisms (e.g., the influence of short-term memory capacity on reading patterns) or scientific research on those mechanisms. ENG 408 (Psycholinguistics & Sociolinguistics) examines sociolinguistics, language development, and psycholinguistics in the context of the English major.

CD 347, 481 and 486 (Bases of Speech; Speech and Language Development; Language Disorders) examine speech disorders in the context of sociolinguistic and psycholinguistic issues, with a greater focus on treatment and therapies. LTCY 199 (and other Literacy courses) focus on developing reading skills, but do not examine the cognitive and neurological mechanisms underlying the full range of linguistic abilities.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Psychology of Language/Psycholinguistics is a common offering at other universities. A number of WKU's benchmark institutions offer courses similar to the one proposed here. For example: Florida Atlantic University has courses in Psychology of Language and Biopsychology of Language (EXP 4640 and PSB 4833). Youngstown State University offers Psycholinguistics (PSY 3764) and Psycholinguistics Lab (PSY 3764L). University of Northern Iowa offers Language and Memory (PSY 3504). Montclair State University offers Psycholinguistics (PSYC 348). Northern Arizona University offers Language and Cognition (PSY 461).

3. Discussion of proposed course:

- 3.1 Course objectives: Students will be able to:
- Understand and apply theories of language processing to explain psycholinguistic phenomena
 - Understand the application of experimental methods in understanding psycholinguistic phenomena
 - Understand basic aspects of psycholinguistics (e.g., semantics, syntax) and their connection to language acquisition, conversation dynamics, language pathologies, and other more advanced topics in psycholinguistics
 - Identify and describe the underlying cognitive mechanisms that give rise to linguistic abilities.
 - Describe developmental and individual differences or changes in language ability
- 3.2 Content outline:
- Introduction to Psycholinguistics
 - Basic language processes
 - History of psycholinguistic research
 - Context of psycholinguistics in psychology history
 - Linguistic Principles
 - Basic Grammar Concepts
 - Transformational Grammar
 - Grammatical Theory

- Psychological Mechanisms
 - Working Memory & Long Term Memory
 - Serial vs. Parallel Processing
 - Top Down vs. Bottom Up Processing
 - Automated vs. Controlled Processing
 - Modularity
- Language Perception
 - Speech structure
 - Speech segments vs. continuous speech
 - Written language perception
- Word Comprehension
 - Internal Lexicon (Phonology, Syntax, Morphology, Semantics)
 - Organization of semantic network
 - Lexical access
- Sentence Comprehension & Memory
 - Sentence processing & timing
 - Figurative language
 - Sentence memory
- Discourse Comprehension & Memory
 - Local vs. global discourse structure
 - Cohesion and coherence
 - Discourse memory
 - Schemata
- Language Production
 - Speech errors
 - Formulating and implementing speech plans
- Conversational Dynamics
 - Conversation structure
 - Conversation participants and settings
- Language Acquisition
 - Pre-linguistic communication
 - Early phonology and grammar
- Later Language Acquisition
 - Later morphology and syntactic development
 - Metalinguistic emergence
 - Bilingualism and second-language acquisition
- Language Acquisition Processes
 - Linguistic environment (feral and isolation)
 - Cognitive processes and innate mechanisms
- Biological Underpinnings of Language
 - Brain mechanisms
 - Lateralization of language processes
 - Language evolution
- Language influences on culture and cognition
 - Whorf hypothesis

- Lexical and grammatical influences on cognition

3.3 Student expectations and requirements: Students will be expected to read assigned text chapters and any supplemental materials. Class attendance and active participation in in-class activities and demonstrations is expected. Student learning will be assessed through a combination of tests, quizzes, and written reports or assignments.

3.4 Tentative texts and course materials: Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.

4. Resources:

4.1 Library resources: Current library resources are sufficient.

4.2 Computer resources: No special computer resources are required.

5. Budget implications:

5.1 Proposed method of staffing: The combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department's capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category. Fortunately, Psychology received a new faculty line as part of a cluster hire in aging, and the new faculty member will assume responsibility for teaching this course. To date, this faculty member has only been teaching PSY 100, but Psychology will begin using GTA's to teach PSY 100 in Fall 2013 which will free up faculty time for additional upper-division courses.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Psychology: 12/7/2012

CEBS Curriculum Committee: _____

University Curriculum Committee: _____

University Senate: _____

Bibliography

Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.

Stoloff, M., McCarthy, M., Keller, L., Varfolomeeva, V., Lynch, J., Makara, K., & ... Smiley, W. (2010). The undergraduate psychology major: An examination of structure and sequence. *Teaching Of Psychology*, 37(1), 4-15. doi:10.1080/00986280903426274

Proposal Date: 10/01/12

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

Contact Person: Matthew C. Shake, email: matthew.shake@wku.edu, phone: 5-4312

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 408G
- 1.2 Course title: Psychology of Language
- 1.3 Abbreviated course title: Psychology of Language
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: A research methods course or permission of the instructor.
- 1.7 Course catalog listing: Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms.

2. Rationale:

- 2.1 Reason for developing the proposed course: Psychology of Language (also known as Psycholinguistics) encompasses several areas that are central to understanding human cognition and behavior; for example, how humans read, speak, and comprehend language. The course emphasizes the importance of scientific methods to better understand individual language abilities, and thus provides a strong addition to the department's emphasis on psychological science. At the graduate level, this course provides an important addition to the choices available for the department's masters-level students, particularly those in the Psychological Sciences program. Psycholinguistics is also part of an emergent field of study called cognitive science, which is at the forefront of modern psychological research. Whereas linguistics studies the origin, structure, and use of language, and sociolinguistics examines the relationship between language and social behavior, psycholinguistics uses empirical methods to understand the cognitive and neurological abilities that give rise to an individual's language capabilities. Finally, Psychology of Language is a common offering at other universities (Stoloff et al., 2010), particularly ones as large (or larger) as WKU.
- 2.2 Projected enrollment in the proposed course: The course is cross-listed for undergraduate/graduate enrollment; 30/semester at the undergraduate level based on the course's ability to fulfill part of the Psychology Major.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no graduate-level courses being offered that cover these topics. At the undergraduate level, Psychology of Language is covered very briefly (one chapter or section, typically) in some courses such as Cognitive Psychology (PSY 405), Child Development (PSY 321), and Introductory Psychology (PSY 100). There is

no course in the department, however, that addresses the full range of language topics.

- 2.4 Relationship of the proposed course to courses offered in other departments:
There are no graduate courses at the university that cover the full range of these topics. At the undergraduate level, the English Department offers an Introduction to Linguistics (ENG 104) that emphasizes English language structure and meaning, but the course does not focus on individual psychological mechanisms (e.g., the influence of short-term memory capacity on reading patterns) or scientific research on those mechanisms. ENG 408 (Psycholinguistics & Sociolinguistics) examines sociolinguistics, language development, and psycholinguistics in the context of the English major. CD 347, 481 and 486 (Bases of Speech; Speech and Language Development; Language Disorders) examine speech disorders in the context of sociolinguistic and psycholinguistic issues, with a greater focus on treatment and therapies. LTCY 199 (and other Literacy courses) focus on developing reading skills, but do not examine the cognitive and neurological mechanisms underlying the full range of linguistic abilities.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Psychology of Language/Psycholinguistics is a common offering at other universities. A number of WKU's benchmark institutions offer courses similar to the one proposed here. For example: Florida Atlantic University has courses in Psychology of Language and Biopsychology of Language (EXP 4640 and PSB 4833). Youngstown State University offers Psycholinguistics (PSY 3764) and Psycholinguistics Lab (PSY 3764L). University of Northern Iowa offers Language and Memory (PSY 3504). Montclair State University offers Psycholinguistics (PSYC 348). Northern Arizona University offers Language and Cognition (PSY 461).

3. Discussion of proposed course:

- 3.1 Course objectives: Students will be able to:
- Understand and apply theories of language processing to explain psycholinguistic phenomena
 - Understand the application of experimental methods in understanding psycholinguistic phenomena
 - Understand basic aspects of psycholinguistics (e.g., semantics, syntax) and their connection to language acquisition, conversation dynamics, language pathologies, and other more advanced topics in psycholinguistics
 - Identify and describe the underlying cognitive mechanisms that give rise to linguistic abilities.
 - Describe developmental and individual differences or changes in language ability
- 3.2 Content outline:
- Introduction to Psycholinguistics
 - Basic language processes
 - History of psycholinguistic research

- Context of psycholinguistics in psychology history
- Linguistic Principles
 - Basic Grammar Concepts
 - Transformational Grammar
 - Grammatical Theory
- Psychological Mechanisms
 - Working Memory & Long Term Memory
 - Serial vs. Parallel Processing
 - Top Down vs. Bottom Up Processing
 - Automated vs. Controlled Processing
 - Modularity
- Language Perception
 - Speech structure
 - Speech segments vs. continuous speech
 - Written language perception
- Word Comprehension
 - Internal Lexicon (Phonology, Syntax, Morphology, Semantics)
 - Organization of semantic network
 - Lexical access
- Sentence Comprehension & Memory
 - Sentence processing & timing
 - Figurative language
 - Sentence memory
- Discourse Comprehension & Memory
 - Local vs. global discourse structure
 - Cohesion and coherence
 - Discourse memory
 - Schemata
- Language Production
 - Speech errors
 - Formulating and implementing speech plans
- Conversational Dynamics
 - Conversation structure
 - Conversation participants and settings
- Language Acquisition
 - Pre-linguistic communication
 - Early phonology and grammar
- Later Language Acquisition
 - Later morphology and syntactic development
 - Metalinguistic emergence
 - Bilingualism and second-language acquisition
- Language Acquisition Processes
 - Linguistic environment (feral and isolation)
 - Cognitive processes and innate mechanisms
- Biological Underpinnings of Language

- Brain mechanisms
- Lateralization of language processes
- Language evolution
- Language influences on culture and cognition
 - Whorf hypothesis
 - Lexical and grammatical influences on cognition

3.3 Student expectations and requirements: **Graduate students will be required to write a significant term paper or research proposal.** In addition, students will be expected to read assigned text chapters and any supplemental materials. Class attendance and active participation in in-class activities and demonstrations is expected. Student learning will also be assessed through a combination of tests, quizzes, and written reports or assignments.

3.4 Tentative texts and course materials: Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.

4. Resources:

4.1 Library resources: Current library resources are sufficient.

4.2 Computer resources: No special computer resources are required.

5. Budget implications:

5.1 Proposed method of staffing: The combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department's capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category. Fortunately, Psychology received a new faculty line as part of a cluster hire in aging, and the new faculty member will assume responsibility for teaching this course. To date, this faculty member has only been teaching PSY 100, but Psychology will begin using GTA's to teach PSY 100 in fall 2013 which will free up faculty time for additional upper-division courses.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2013

7. **Dates of prior committee approvals:**

Department of Psychology: 12/7/2012

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Bibliography

Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.

Stoloff, M., McCarthy, M., Keller, L., Varfolomeeva, V., Lynch, J., Makara, K., & ... Smiley, W. (2010). The undergraduate psychology major: An examination of structure and sequence. *Teaching Of Psychology*, 37(1), 4-15. doi:10.1080/00986280903426274

Proposal Date: 10/1/2012

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

Contact Person: Matthew C. Shake, email: matthew.shake@wku.edu, phone: 5-4312

1. Identification of program:

- 1.1 Current program reference number: 591
- 1.2 Current program title: Psychology Extended Major
- 1.3 Credit hours: 52

2. Identification of the proposed program changes: Addition of a new course, PSY 408 Psychology of Language, to the Learning/Cognition restricted elective category.

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>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>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>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

<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>Field Experience/Independent Study: 3 hours</p> <ul style="list-style-type: none"> • PSY 390 Field Experience in Psychology • PSY 490 Research, Readings, or Special Projects in Psychology <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 442 – 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 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 408 – Psychology of Language • PSY 410 – Psychology of Learning <p>Field Experience/Independent Study: 3 hours</p> <ul style="list-style-type: none"> • PSY 390 Field Experience in Psychology • PSY 490 Research, Readings, or Special Projects in Psychology <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 442 – 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:** The proposed course is consistent with subject matter appropriate for the Learning/Cognition category, and therefore meets similar goals as PSY 405 and PSY 410, namely, to expose students to scientific research on human cognition/learning, in this case specifically in the language domain. Additionally, combined enrollment in the undergraduate psychology majors (ref #s 591

and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department's capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2013

6. Dates of prior committee approvals:

Department of Psychology:	<u>12/7/2012</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 10/1/2012

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

Contact Person: Matthew C. Shake, email: matthew.shake@wku.edu, phone: 5-4312

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: Addition of a new course, PSY 408 Psychology of Language, to the Learning/Cognition restricted elective category.

3. Detailed program description:

Current Program	Proposed Program
<p>General Major</p> <p>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> <ul style="list-style-type: none">• PSY 350 – Social Psychology• PSY 370 – Industrial/Organizational Psychology	<p>General Major</p> <p>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> <ul style="list-style-type: none">• PSY 350 – Social Psychology• PSY 370 – Industrial/Organizational Psychology• PSY 412 – Psychology of Motivation and

<ul style="list-style-type: none"> • 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>	<p style="text-align: center;">Emotion</p> <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 408 – Psychology of Language • PSY 410 – Psychology of Learning <p>Psychology Electives: 6 hours</p>
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4. Rationale for the proposed program change: The proposed course is consistent with subject matter appropriate for the Learning/Cognition category, and therefore meets similar goals as PSY 405 and PSY 410, namely, to expose students to scientific research on human cognition/learning, in this case specifically in the language domain. Additionally, combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department’s capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2013

6. Dates of prior committee approvals:

Department of Psychology:	<u>12/7/2012</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____