

CEBS CURRICULUM COMMITTEE
3:00 pm – September 4, 2007
Dean's Conference Room
Revised Agenda

I. Approval of Minutes from a special meeting on March 29, 2007 and Minutes from the April 3, 2007 meeting (Click on Faculty & Staff and then Meeting Minutes and Agendas on the CEBS Web Page)

II. New Business

From the Department of Special Instructional Programs

1. Revise a Program-Adult Education

From the Department of Counseling and Student Affairs

1. Create a New Certificate Program-Certificate in International Student Services

From the Department of Curriculum and Instruction

1. Proposal to Create a New Endorsement Program-Endorsement for Environmental Education (Grades P-12)

III. Other Business

1. Elect members to the Alternate Admissions Subcommittee
2. Elect two student members (one undergraduate/one graduate) to the Committee (bring your nominees names)
3. Elect a Vice Chair for the CEBS Curriculum Committee
4. Elect a representative to the UCC
5. Three reports from the Alternate Admission Subcommittee

**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

2. Identification of the proposed program changes:

- **Add community and technical college concentration**
- **Change total credit hours from 30 to 30 – 39.**

3. Detailed program description:

<p>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.</p>	<p>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</p>
<p>The 30-hour Master of Arts in Education 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 two additional courses. 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</p>	<p>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 two additional courses (EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing</p>

<p>students are encouraged to take EDFN 500 – Research Methods with the first twelve hours of their program.</p>	<p>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.</p> <p><i>Adult Education – Community and Technical College Concentration</i> 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 in a teaching 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.</p>
<p>Current Program</p>	<p>Proposed Program</p>
<p><i>Core Courses (15 hours)</i> <u>Course</u> <u>Name</u> 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)</p>	<p>General Adult Education Concentration <i>Core Courses (15 hours)</i> <u>Course</u> <u>Name</u> 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)</p>
<p><i>Electives (6 hours)</i> 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 (3) 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)</p>	<p><i>Electives (6 hours)</i> 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)</p>

<p>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 Technology Practices (3) PSY 510 Advanced Education Psychology (3) PSY 511 Psychology of Learning (3)</p>	<p>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 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 Education (3)</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 Education (3)</p>										
	<p>Community and Technical College Concentration Core Courses (12 hours)</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: left;"><u>Course</u></td> <td style="text-align: right;"><u>Name</u></td> </tr> <tr> <td>ADED 510</td> <td style="text-align: right;">Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td style="text-align: right;">Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td style="text-align: right;">Adult Learning and Development (3)</td> </tr> <tr> <td>EDFN 612</td> <td style="text-align: right;">Seminar in Community College Teaching (3)</td> </tr> </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)
<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)										

	<i>Discipline Courses (18 hours)</i> Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges
	<i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor
	<i>Capstone Experience (6 hours)</i> ADED 589 Internship in Community/Technical College Teaching (3) ADED 597 Directed Study in Adult Education

4. Rationale for the proposed program change:

- The proposed changes to this program include the addition of a second concentration for instructors or students who want to work at community or technical colleges. The Kentucky Community and Technical College System is working towards meeting Southern Association of Colleges and School's (SACS) guidelines on faculty credentials. To accomplish this, community and technical colleges in Kentucky have requested a graduate degree that provides both adult education foundation courses and eighteen hours in specific teaching disciplines.
- The addition of the second concentration will necessitate a change in the total number of hours from 30 to a range from 30 to 39 hours.

5. Proposed term for implementation: Fall, 2007

6. Dates of prior committee approvals:

Department of Special Instructional Programs:	November 16, 2006
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: January 23, 2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 270-745-4849

1. Identification of program:

- 1.1 Program title: Certificate in International Student Services
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: This interdisciplinary certificate program is designed for postsecondary education professionals at all levels and in all types of institutions.
- 1.4 Catalog description: The Certificate in International Student Services (CISS) program offers preparation to provide international student services as a component of campus internationalization. Students will gain theoretical and applied knowledge regarding student services (international and domestic), expanded cross-cultural awareness and global consciousness, as well as enhanced intercultural communication skills. Recognizing the unique contribution of international students to the learning environment, students who complete the certificate program will be prepared to provide services and programs to meet the needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross-cultural understanding. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires a study abroad course and/or an internship abroad depending on student's international experience (as determined by the advisor upon initial admission to the program). Students pursuing the Certificate in International Student Services may complete the certificate program by itself or incorporate up to 12 hours of the certificate program into the MAE in Student Affairs.

Required Courses (9 hours)

- CNS 571 Introduction to Student Affairs (3 hours)
- CNS 581 International Students and Services in Higher Education (3 hours)
- CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)

Restricted Electives (6 hours)

To be selected with advisor approval in advance from the following list:

- CNS 572 American College Student (3 hours)
- CNS 574 Student Development (3 hours)
- CNS 670 Parameters of Law in Student Affairs and Higher Education (3 hours)

CNS 555 Social and Cultural Diversity (3 hours)
WOMN 555 Global/Cultural Perspective on Women (3 hours)
CNS 578 Special Topics in Student Affairs
(with a focus on international students/student services)
CNS 579 Seminar in Student Affairs
(with a focus on international students/student services)
Or other course(s) approved by faculty advisor.

Admission to the CISS program is based on completion of a bachelor's degree and adequate preparation in the area of study. This interdisciplinary certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere.

Students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program.

2. Objectives of the proposed certificate program: The proposed certificate program has been developed in response to Western's strategy for internationalizing, an identified unmet need for graduate preparation in the area of student services nationwide, and the need for student services among the international and immigrant student population attending postsecondary institutions. Very few colleges in the United States offer programs providing training and credentials aimed at the International Student Services field. Students will gain theoretical and applied knowledge regarding student services (international and domestic), cross-cultural awareness and communication, and global consciousness. Recognizing the unique contribution of international students to the learning environment, those who complete the certificate program will be prepared to provide services and programs to meet the needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross-cultural understanding.

3. Rationale:

3.1 Reason for developing the proposed certificate program: Changes in higher education abroad and perceptions of unfriendly policies and climates for international students on American college campuses is reflected in a slight decline of international student enrollments (McCormack, 2005). At the same time, community college international student enrollments have increased, e.g., 60 percent in the decade between 1993 – 2003 (Evelyn, 2005). In 2002 non-immigrant students accounted for 4.6% of the college and university student population on American campuses, contributing \$12.9 billion to the economy (Viers, 2004). Recruitment and retention of international students continues to be an issue for campuses around the country. Providing welcoming learning environments becomes strained in the face of federal regulations, posing challenges for student affairs professionals. In addition to needing assistance in navigating the paperwork for attaining and maintaining matriculation, international students have other unique interests, needs, and concerns (Viers). Campuses across the country need leadership internationalizing campuses. This certificate program addresses the gap in training programs designed to increase the global perspective and leadership of student affairs administrators. This certificate program fills a need indicated by Student Affairs program alumni and students and is responsive to the need for such training presented by current International Student Service professionals.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The current Student Affairs Program content can be divided into three broad areas: (1) theoretical foundations (historical and evolutionary considerations, theories of student development, theories of organizational development, etc.), (2) parameters of professional practice (ethical, legal and political issues, diversity and multiculturalism, social and moral responsibilities, etc.), and (3) strategies for enhancing administrative effectiveness (leadership training, staff recruitment, training, and evaluation, budgeting and planning, program development, implementation, and assessment, etc.). The MAE program prepares student service providers and administrators to address American student needs in domestic institutions. The current multicultural component of the master's degree program is insufficient to prepare practitioners to meet the needs of international students at American postsecondary institutions or to work in international settings or to contribute meaningfully to the charge in internationalizing campuses.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no comparable certificate programs in other departments. The proposed certificate program would include appropriate courses from other departments as approved by faculty advisor as electives.
- 3.4 Projected enrollment in the proposed certificate program: Based on interest expressed by current Student Affairs Program students, the dearth of such programs nationwide, and professional contacts of the current director of the WKU Office of International Programs, beginning enrollments are projected to be 10, increasing over time.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most programs oriented to international education are teacher preparation programs. For example, a certificate program to train international educators has been newly introduced at Queens College in Kingston, Canada, and Drexel Online University offers a Master of Science in Global and International Education. Both of these programs are more theoretical in orientation without focus on student services in American institutions or abroad. There currently exists one program focusing on international student services at the School for International Training (SIT) in Brattleboro, Vermont. The SIT Master of Arts degree program in international education provides options to educational exchange management and international education advising.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This program aligns with WKU Vision Statement to be a leading American university with international reach. Additionally, per the WKU Mission, WKU prepares students to be productive, engaged leaders in a global society. The *Challenging the Spirit Strategic Plan* sets forth the goal of WKU to "create a campus culture that leads to increased diversity of the student population" with a performance indicators of "engaging at least 25 percent of students and faculty in international/ culturally diverse learning experiences" and increasing "the number of international students (+20 percent)" enrolled as stated in *Internationalizing Western: A Strategy*. The internationalizing strategy sets forth the following activities and initiatives: "Set student study/work/intern abroad participation goals for each college and department," "identify and help overcome obstacles to broader faculty participation in international activity,

especially for organizing and leading study abroad opportunities for students,” “work with each department to strengthen the international content of the curriculum,” and to “put more emphasis on developing/promoting international learning experiences especially for graduate students.

4. Curriculum:

Required Courses (9 hours)

CNS 571 Introduction to Student Affairs (3 hours)

CNS 581 International Students and Services in Higher Education (3 hours)

CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)

Restricted Electives (6 hours)

To be selected with advisor approval in advance from the following list:

CNS 572 American College Student (3 hours)

CNS 574 Student Development (3 hours)

CNS 670 Parameters of Law in Student Affairs and Higher Education (3 hours)

CNS 555 Social and Cultural Diversity (3 hours)

WOMN 555 Global/Cultural Perspective on Women (3 hours)

CNS 578 Special Topics in Student Affairs

(with a focus on international students/student services)

CNS 579 Seminar in Student Affairs

(with a focus on international students/student services)

Or other course(s) approved by faculty advisor.

5. Budget implications: Departmental resources are sufficient to meet projected certificate program enrollments as well as increased enrollments in the current student affairs program.

6. **Proposed term for implementation:** Spring 2008

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

Department of Counseling and Student Affairs August 22, 2008

CEBS Curriculum Committee

Graduate Council

University Senate

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Endorsement Program**

Contact Person: Dr. Terry L. Wilson, terry.wilson@wku.edu, 5-4671

1. Identification of proposed endorsement program:

1.1 Title:

Environmental Education, P-12

1.2 Required hours in program:

12 hours

1.3 Special information:

This is an endorsement program for certified teachers seeking to learn how to integrate environmental education into instructional programs.

1.4 Catalog description:

Based on the National Standards of the North American Association for Environmental Education, this graduate endorsement program provides students with a knowledge of the fundamental characteristics and goals of the field of environmental education, knowledge of environmental processes and systems, and knowledge and skills of appropriate instructional strategies and assessment techniques associated with the delivery of high quality environmental education programs. This graduate endorsement program will enhance the abilities of teachers in integrating environmental education into their teaching, as well as into the curriculum of their school and school district. It is comprised of 12 graduate hours that can be incorporated into Rank I and Rank II programs. It involves two required courses and a variety of electives.

2. Objectives of the proposed certificate program:

This program is designed for post-baccalaureate educators who desire to enhance their knowledge and skills related to the field of environmental education.

Environmental education is, at its heart, an integrative undertaking. Instructors teach across disciplines, linking the methods and content of natural and social sciences, arts, mathematics, and humanities to help learners fully understand and address complex environmental problems. Therefore, the objectives for program graduates are as follows:

- Construct a basic understanding of the goals, theory, practice, and history of the field of environmental education

- Be competent in the skills and understandings related to environmental literacy, including knowledge of environmental processes and systems, and skills related to questioning, analysis, and personal and civic responsibility
- Combine the fundamentals of high quality educational practices with the unique features of environmental education to design and implement effective instruction
- Be able to engage learners in open inquiry and investigation, especially when considering environmental issues that are controversial and require students to seriously reflect on their own and others' perspectives
- Possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs
- Understand and accept the professional responsibilities associated with practicing environmental education, including an emphasis on education, not advocacy

3. **Rationale:**

3.1 **Reason for developing the proposed endorsement program:**

The Kentucky Education Professional Standards Board (EPSB) recently approved the creation of an environmental education endorsement for teacher certification. The endorsement is similar in structure to the endorsements for gifted and talented education (GTE) and English as a second language (ESL). The national standards of the North American Association for Environmental Education (NAAEE), the primary professional association in the environmental education field and an organizational member of the National Council for the Accreditation of Teacher Education (NCATE), are being used by the EPSB as the guidelines for the new endorsement. In addition, environmental education instruction honors the Kentucky Education Reform Act, in emphasizing that the learner be an active participant in the learning process, and that learners have opportunities to address real world issues through an interdisciplinary approach.

From an even larger perspective, it is known that, in the course of a lifetime, an individual will accumulate environmental knowledge from a combination of schools, the media, personal readings, family members and friends, outdoor activities, entertainment outlets, and a wide range of other professional, parental and personal experiences. For a few motivated individuals, this can eventually add up to true environmental literacy. But, for most citizens, it falls far short of this larger goal. Having teachers who are prepared to address this societal need for an environmentally literate citizenry is paramount if the future is one that will be grounded in a healthy, sustainable environment.

Other reasons for providing this environmental education endorsement include:

- Research has shown that environmental education improves school performance (Leiberman and Hoody, 2001).
- Environmental education promotes critical thinking and problem solving.
- Environmental education is an ideal vehicle for authentic learning;
- Environmental education is thematic and interdisciplinary, both of which are important components of Kentucky school improvement goals.
- Environmental education is an excellent tool for inquiry-based learning.
- The number one recommendation in Kentucky's official plan for improving environmental literacy is to improve the preparation of teachers to teach environmental topics (Kentucky Environmental Education Council, 2004).
- In a survey conducted by the UK Survey Research Center, 96% of all Kentuckians said environmental education should be taught in the schools.
- Environmental education programs are excellent mechanisms for addressing the goals of WKU's Quality Enhancement Plan, by emphasizing student engagement in dealing with environmental issues that are of global significance.

3.2 Relationship of the proposed endorsement program to other programs now offered by the department:

The environmental education endorsement is similar in structure to the endorsements for gifted and talented education (GTE), which is also administered by the Center for Gifted Studies in the Department of Curriculum and Instruction. As with the GTE endorsement, the environmental education endorsement requires 12 hours of coursework. These courses will be incorporated into the graduate program of the students doing the endorsement.

It should also be noted that some of the courses in the endorsement program are also being taken by other graduate students outside of teacher education that are interested in environmental education.

3.3 Relationship of the proposed endorsement program to endorsement programs offered in other departments:

The College of Education and Behavioral Sciences also offers endorsements in the areas of Computer Science (grades 8-12), Driver Education (grades 8-12), English as a Second Language (grades P-12), Gifted Education (grades P-12), Instructional Computer Technology (P-12), and Reading and Writing (Grades P-12). The environmental education endorsement is an option for a student doing graduate work at WKU, while working on Rank II and Rank I certification programs. As with each of the other endorsement programs noted above, this

endorsement has its unique characteristics and goals.

3.4 Projected enrollment in the proposed endorsement program:

Informal surveys indicate that the environmental education endorsement will involve approximately 25 students per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

3.5 Similar endorsement programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Currently, there are three institutions of higher education in Kentucky that have developed the Environmental Education Endorsement, P-12, approved by the Kentucky Education Professional Standards Board. They are Murray State University, Northern Kentucky University, and Eastern Kentucky University.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-certification based endorsement.

3.6 Relationship of the proposed endorsement program to the university mission and objectives:

WKU's Mission states "Western Kentucky University prepares students to be productive, engaged leaders in a global society. It provides service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life throughout its region." Considering the nature of environmental education, providing teachers with the environmental education endorsement to schools in Kentucky represents a strong match to WKU's Mission.

In addition, the WKU Quality Enhancement Plan (QEP) has three student outcomes that also correspond to the goals of environmental education and the qualities that teachers with the environmental education endorsement demonstrate. These QEP outcomes are:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

4. Curriculum:

The proposed curriculum for the Environmental Education Endorsement contains 12 graduate hours:

The following two courses are required:

ENVE 520	Introduction to Environmental Education	3
ENVE 580	Instructional Strategies in Environ. Education	3

The following courses are electives and 6 hours are chosen based on the advice of the student's advisor and the coordinator of the endorsement program:

ENVE 585	Special Topics in Environmental Education (repeatable to 6 hours)	1 - 3
EDU 570	Workshops: Environmental Education	1 - 3
EDU 507 or GEOG 507	Principles and Concepts in Geog for Teachers	3
REC 532	Environmental Education Resources	3
REC 434g	Environmental Interpretation	3
GEOL 511	The Dynamic Earth	3

5. Budget implications:

These courses are already offered each year and will not require additional offerings at this time. Present faculty will teach these courses. Therefore, no additional costs will be incurred for faculty, equipment or other resources.

6. Proposed term for implementation:

Spring, 2008

7. Dates of prior committee approvals:

Department of Curriculum and Instruction _____ 8/22/07 _____

CEBS Curriculum Committee _____

Professional Education Council _____

Attachment: Program Inventory Form

References:

Kentucky Environmental Education Council (2004). *Land, legacy, and learning II: A master plan for environmental education in Kentucky*. [Online]. Available: <http://www.state.ky.us/agencies/envred/2004MasterPlanFinal.pdf>

Leiberman, G.A. & Hoody, L.I. (2001). *Closing the achievement gap: Using the environment as an integrating context for learning*. Poway, CA: State Education and Environment Roundtable.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 05/01/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission, one to the MAE program in School Counseling and one to the MAE program in Student Affairs in Higher Education. All five members of the subcommittee reviewed the applications and returned their recommendations to me by 4/30/07.

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. The subcommittee recommended that M.W. be unconditionally admitted to the MAE program in School Counseling, and that K.B. be unconditionally admitted to the MAE program in Student Affairs in Higher Education.

I have forwarded the applications to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 05/09/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Literacy Education. Drs. Marty Boman, Pitt Derryberry, William Kelley, and Terry Wilson reviewed the application and returned their recommendations to me by 05/08/07.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that H.G. be unconditionally admitted to the MAE program in Literacy Education.

I have forwarded the application to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 06/26/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review three applications for alternate admission, one to the MAE program in School Counseling, one to the EdS program in School Psychology, and one to the MAE program in Exceptional Education - LBD. Four of the five members of the subcommittee reviewed the applications and returned their recommendations to me.

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. The subcommittee made the following recommendations:

- S.B. is recommended for unconditional admission to the MAE program in School Counseling.
- B.Y. is recommended for unconditional admission to the EdS program in School Psychology.
- P.N. is recommended for unconditional admission to the MAE program in Exceptional Education, LBD. However, she must pass all required PRAXIS II exams in order to be eligible to take the comprehensive exam and to enroll in EXED 590.

I have forwarded the applications to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.