

**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – September 6, 2011**  
**GRH 3073**

I. Approval of Minutes of the July 5, 2011 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**

SCHOOL OF TEACHER EDUCATION

1. Multiple Revisions to a Course – LTCY 320, Teaching Reading in Elementary School
2. Multiple Revisions to a Course – LTCY 420, Reading in the Primary Grades
3. Revise Course Prerequisites – TCHL 520, Principles of Action Research for Teacher Leaders

DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP AND RESEARCH

1. Revise a Program – 047, Adult Education

III. **Other Business**

- Report from the Alternate Admissions Subcommittee
- Elect a Vice Chair for the CEBS Curriculum Committee
- Elect a representative to the UCC
- Elect new members for the Alternate Admissions Subcommittee

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: LTCY 320
- 1.2 Course title: Teaching Reading in Elementary School
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Teaching Reading in Elementary School
- 2.2 Proposed course title: Foundations of Teaching Literacy in the Elementary Grades
- 2.3 Proposed abbreviated title: Foundation Elem Literacy
- 2.4 Rationale for revision of course title: The course focuses on the knowledge, theory, and research regarding literacy in preparation for LTCY 420, a course in which students apply their learning. In addition, the course provides instruction in all strands of the English Language Arts, including reading, writing, listening and speaking, and language. The revised title more accurately describes the content of the course.

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: An introduction to reading instruction for elementary grade children; includes an examination of reading needs, teaching methods, materials, and resources related to reading skills development. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.2 Proposed course catalog listing: An introduction to literacy instruction for elementary grade children; includes an examination of reading needs, instructional methods, materials, and resources related to the development of standards-based literacy skills and strategies; provides instruction on foundational theories and research. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.3 Rationale for course catalog listing: To be more descriptive of the course content and remain current with the demands of the field.

**4. Proposed term for implementation: Spring 2012**

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

School of Teacher Education:	08/18/2011
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: LTCY 420
- 1.2 Course title: Reading in the Primary Grades
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Reading in the Primary Grades
- 2.2 Proposed course title: Literacy Methods in the Elementary Grades
- 2.3 Proposed abbreviated title: Literacy Elem Grades
- 2.4 Rationale for revision of course title: The use of “primary grades” implies kindergarten through third grade. The course addresses kindergarten through fifth grade. In addition, the course provides instruction in all strands of the English Language Arts, including reading, writing, listening and speaking, and language. The revised title more accurately describes the content of the course.

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: A second course in reading designed to offer a detailed view of the principles, materials, and methods of instruction for grades P-5. Field experiences in public schools and/or other appropriate setting away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.2 Proposed course catalog listing: A second course in literacy designed to offer standards-based, practical applications of instruction that build on the content of LTCY 320. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.3 Rationale for revision of course catalog listing: To be more descriptive of the course content and remain current with the demands of the field.

**4. Proposed term for implementation: Spring 2012**

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

School of Teacher Education:	08/18/2011
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: August 18, 2011

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

Contact Person: Dr. Lisa D. Murley, [lisa.murley@wku.edu](mailto:lisa.murley@wku.edu), 745-8822

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: TCHL 520
  - 1.2 Course title: Principles of Action Research for Teacher Leaders
  - 1.3 Credit hours: 3
- 2. Current prerequisite:** Completion of Teacher Leader professional education core courses except TCHL 560
- 3. Proposed pre- or corequisite:** TCHL 500 or admission to the Master of Arts of Teaching Program.
- 4. Rationale for the revision of pre-requisite:** The content of the current prerequisite courses does not necessarily need to be mastered for students to be successful in TCHL 520. Revising this prerequisite will allow students to take TCHL 520 early in the program, which will allow more opportunity to apply the course concepts thus contributing to greater success in TCHL 560 Action Research Capstone for Teacher Leaders.
- 5. Effect on completion of major/minor sequence:** The proposed revision should assist students in completing the program in a timely manner.
- 6. Proposed term for implementation:** Spring 2012
- 7. Dates of prior committee approvals:**

School of Teacher Education:	<u>8-18-11</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**

**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:**

- Add additional elective options to Higher Education concentration
- Modify admissions criteria
- Add Training and Development Concentration.

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<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. <b>Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.</b></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. <b>Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.</b></p>
<p><b>Adult Education – General Concentration</b> 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</p>	<p><b>Adult Education – General Concentration</b> 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</p>

electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

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

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

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<p><b>General Adult Education Concentration</b>  <i>Core Courses (9 hours)</i></p> <table border="0"> <thead> <tr> <th data-bbox="126 422 240 453"><u>Course</u></th> <th data-bbox="505 422 586 453"><u>Name</u></th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Learning and Development (3)</td> </tr> </tbody> </table> <p><b>Additional Adult Education Courses</b>  <b>ADED 530 Program Planning for Adults (3)</b>  <b>ADED 540 History and Philosophy of Adult Education(3)</b></p> <p><i>Research Foundations (3 hours)</i>  EDFN 500 Research Methods (3)  or equivalent as approved by advisor  <i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i>  ADED 599 Thesis</p> <p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i>  EDU 590 Adult Education Practicum (3)  ADED 597 Directed Study in Adult (3)  Education</p> <p><b>Community and Technical College Concentration</b>  <i>Core Courses (9 hours)</i></p> <table border="0"> <thead> <tr> <th data-bbox="126 1430 240 1461"><u>Course</u></th> <th data-bbox="505 1430 586 1461"><u>Name</u></th> </tr> </thead> <tbody> <tr> <td>ADED 510</td> <td>Introduction to Adult Education (3)</td> </tr> <tr> <td>ADED 520</td> <td>Methods for Teaching Adults (3)</td> </tr> <tr> <td>ADED 611</td> <td>Adult Learning and Development (3)</td> </tr> </tbody> </table> <p><b>Additional Higher Education Courses</b>  <b>EDFN 612 Seminar in Community College Teaching</b></p> <p><b>Discipline Courses (18 hours)</b>  Eighteen hours of content specific courses related to the student’s teaching discipline in technical or community colleges</p>	<u>Course</u>	<u>Name</u>	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and Development (3)	<u>Course</u>	<u>Name</u>	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and Development (3)	
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<p><b>Research Foundations (3 hours)</b>  EDFN 500 Research Methods  or equivalent as approved by advisor  <b>Capstone Experience (6 hours)</b>  ADED 589 Internship in Community/Technical  College Teaching (3)  ADED 597 Directed Study in Adult  Education <b>(3)</b></p>																	
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<p><b>Research Methods Course (3 hours)</b></p> <p>EDFN 500 Research Methods</p>	<p><b>Research Methods Course (3 hours)</b></p> <p>EDFN 500 Research Methods</p>																

**Capstone Experience:**

Students may choose one of the following two options:

*Thesis Option (6 hours)*  
 ADED 599 Thesis (6)

or

*Non-Thesis Option (6 hours)*  
 ADED 590 Adult Education Practicum (3)  
 ADED 597 Directed Study in Adult Education (3)

**Capstone Experience:**

Students may choose one of the following two options:

*Thesis Option (6 hours)*  
 ADED 599 Thesis (6)

or

*Non-Thesis Option (6 hours)*  
 ADED 590 Adult Education Practicum (3)  
 ADED 597 Directed Study in Adult Education (3)

**Proposed Concentration in Training and Development**

***Core Courses (9 hours)***  
**ADED 510 Introduction to Adult Education (3)**  
**ADED 520 Methods for Teaching Adults (3)**  
**ADED 611 Adult Development and Learning (3)**

***Additional Required Courses (6 hours)***  
**ADED 530 Program Planning for Adults (3)**  
**PSY 773 - Employee Training and Development Issues for Organizational Leaders (3)**

***Electives (6 hours): Select from the following or from other courses as approved by advisor:***  
**ID 570 Principles of Instructional Design (3)**  
**ID 573 Instructional Performance and Task Analysis(3)**  
**ID 577 Management of Instructional Systems (3)**  
**ID 581 Ethical and Legal Issues in Instructional Design (3)**  
**ID 583 Training Methods (3)**  
**ID 585 Distance Delivery Systems (3)**  
**ID 587 Issues and Problems in Instructional Design (3)**  
**ID 595 Advanced Instructional Design Studio (3)**

**LME 535 Survey of Educational Technology Practices (3)**  
**LME 537 Principles of Education Technology Applications (3)**  
**LME 545 Education Technology Production (3)**  
**LME 547 Integration of Education Technology (3)**  
**EDFN 501 Educational Statistics (3)**  
**EDFN 601 Applied Statistics and Design**  
**EDFN 603 Qualitative Research in Education (3)**  
**CNS 555 Social and Cultural Diversity in Counseling (3)**  
**CNS 589 Group Dynamics in Student Affairs and Higher Education (3)**  
**CNS 637 Theories of Addictions (3)**  
**CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3)**  
**CNS 667 Substance Abuse and Dependency Counseling (3)**

*Research Foundations (3 hours)*  
**EDFN 500 Research Methods or equivalent as approved by advisor**

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

*Thesis Option (6 hours)* **ADED 599 Thesis**  
**or**  
*Non-Thesis Option (6 hours)*  
**ADED 590 Adult Education Practicum (3)**  
**ADED 597 Directed Study in Adult Education (3)**

### **Admission Requirements**

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

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

### **Admission Requirements**

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

1. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the Adult Education Admission's committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website.
2. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website.
3. Applicants with an undergraduate grade point average below a 2.75 submit qualifying GAP/GRE-AW\* scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details.

\*The qualifying GAP (undergraduate GPA multiplied by GRE V+Q) is 2200 or equivalent, and the qualifying GRE-AW score is 3.5.

<p>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 wording of the electives section of the Higher Education track that allows the student to work with his/her advisor to choose four courses outside of the suggested courses listed in the program. Students who have come through this concentration have found little use in the offerings as they were first listed. This additional option would allow the student to work with the advisor to choose more electives appropriate to the student’s endeavors.
- A modification of admission requirements is proposed so that the Adult Education program is consistent with other teaching programs at Western Kentucky University as well as other institutions in the state, such as Campbellsville and the University of Louisville. Programs that do not require GRE scores for all applicants have been using 2.75 undergraduate GPA as an admission criterion. **The MAE in Adult Education program had one set of criteria for WKU graduates and a different set for non-WKU graduates. This proposal makes the 2.75 GPA the minimum for both WKU graduates and non-WKU graduates. This proposal also provides the option for applicants to seek admission if they have qualifying GAP/GRE-WA scores or to pursue admission through the CEBS Alternate Admission route.**
- The proposed changes to this program include the addition of a fourth concentration for instructors or students who want to work in workplace, military, or community education settings. While many adult educators work in educational settings, more of an emphasis is being placed on training within the workplace. The current MAE in Adult Education – General Concentration provides a general exposure to the adult education field. The proposed additional concentration focuses more on training within the workplace and would enable graduates to be more effective in workplace, military, or community education and training. Courses cover a variety of topics related to military and workplace training.

**5. Proposed term for implementation:**

**Spring, 2012 (Admission criteria and Higher Education Concentration changes)  
Fall, 2012 (Addition of Training and Development)**

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

Department of Educational Administration, Leadership and Research:

August 29, 2011

CEBS Curriculum Committee

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

**Attachment: Program Inventory Form**

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/24/11

SUBJECT: Report from the Alternate Admission Subcommittee

During the summer the members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee conducted individual reviews of four applications for alternate admission. The following recommendations were made:

J. M. sought admission to the MA in Psychology. The subcommittee recommended unconditional admission.

J. O. sought admission to the MAE in Adult Education. The subcommittee recommended unconditional admission.

S. C. sought admission to the MAE in Literacy Education. The subcommittee recommended unconditional admission.

C.C. sought admission to the MA in Psychology. The subcommittee recommended unconditional admission.

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