

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, October 14, 2009
Tate Page Hall 334

- I. Consideration of the Minutes from the September 9, 2009 meeting (Minutes can be found on the CEBS Main Web Page—click on Faculty & Staff and then Meeting Minutes and Agendas)

- II. New Business
 - A. Office of Teacher Services-CEBS**
 - Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit September 10, 2009 to October 14, 2009

 - B. Potter College of Arts and Letters – Department of English**
 - 1. Delete a Course – English 508, TESL Field Experience
 - 2. Create a New Course – English 405, Teaching English as a Second Language Practicum
 - 3. Create a New Course – English 405G, Teaching English as a Second language Practicum
 - 4. Revise Course Title – ENG 469, Introduction to Teaching English as a Second Language
 - 5. Revise a Program – Endorsement to Teach English as a Second Language (ESL) (Undergraduate Level)
 - 6. Revise a Program – Endorsement to Teach English as a Second Language (ESL) (Graduate Level)

 - C. College of Education and Behavioral Sciences – School of Teacher Education**
 - 1. Create a New Course – EDU 695, Advanced Topics in Education

- III. Other Business
 - Discussion of the following:
 - 1. Question/answer about the Unit-Wide Assessment Report
 - 2. Teacher Work Sample Revision Task Force
 - 3. Proficiencies related to Diversity Task Force

**CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSIONS TO
PROFESSIONAL EDUCATION UNIT**

September 10, 2009- October 14, 2009

Elementary P-5

Bauer, Sarah
Broadrick, Sabrina
Johnston, Amanda
Jones, Jennifer
Jones, Kathleen
Lee, Sharon
Lindsey, Ellen
Mudd, Kayla
Prunty, Taylor
Simmons, Carrie
Warren, Catherine
Wright, Jennifer

Middle Grades

Hope, Dawn	ENG/SS
Riggs, Donna	SCI/SS
Shehan, Jennilee	Math,/Eng

5-12

Darnell, Carrie	AG
Geralds, Christopher	AG
Kirkham, William	AG
McGuire, Morgan	AG
Pearson, Ashley	AG
Ramstein, Melinda	FCS

P-12

Abell, Susan	Music
Akin, Alisha	Music
Brock, Phillip	Music
Caton, Kyle	PE
Gensler, Melissa	Music
Gillenwater, Hillary	EXED
Gilstrap, Cody	Music
Jewell, Charles	Music
Lewis, Ashley	Music
Lindsey, Joshua	PE

Lundsford, Jessica	Music
Newell, Alicia	LBD/MSD
Oglesby, Kara	Music
Rogers, Kallie	Music
Roof, Joshua	PE
Rotramel, Paul	Music

Secondary

Defebbo, Kevin	History
Law, Carrie	English

IECE

Miller, Lisa
Pruitt, Amber
Shaw, Amanda

Masters

Darnell, George	LBD
Lindblom, Amy	LBD
Oster, Deborah	CD

Special Circumstance Masters

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

Proposal Date: August 6, 2009

**Potter College of Arts and Letters
Department of English
Proposal to Delete a Course
(Consent Item)**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: English 508
- 1.2 Course title: TESL Field Experience
- 1.3 Credit hours: 3

2. Rationale for the course deletion: English 508 will be replaced by English 405G, which will be required for the Graduate TESL Endorsement, the Graduate TESL Certificate, and the undergraduate TESL Certificate.

3. Effect of course deletion on programs or other departments, if known: None

4. Proposed term for implementation: fall 2010

5. Dates of prior committee approvals:

English Department/Division: _____9/11/09_____

PCAL Curriculum Committee _____10/01/09_____

Professional Education Council (if applicable) _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: August 6, 2009

**Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: English 405
- 1.2 Course title: Teaching English as a Second Language Practicum
- 1.3 Abbreviated course title: TESL Practicum
- 1.4 Credit hours and contact hours: 4 credits; 15 class hours+30 clock teaching hours
- 1.5 Type of course: P
- 1.6 Prerequisites: English 407, 408, 469, 470 and permission of the instructor
- 1.7 Course catalog listing: Supervised observation and instruction in public schools or other appropriate settings, culminating in the production of a portfolio. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: Future ESL teachers do not currently have a course which allows them to gain practical experience teaching ESL in a supervised environment. This experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization.
- 2.2 Projected enrollment in the proposed course: 10
- 2.3 Relationship of the proposed course to courses now offered by the department: English 405 will serve as a capstone experience for the Undergraduate TESL Certificate.
- 2.4 Relationship of the proposed course to courses offered in other departments: none
- 2.5 Relationship of the proposed course to courses offered in other institutions: As noted in 2.1, the practicum part is an integral part of ESL teacher education programs. Benchmark institutions such as University of Northern Iowa, California State University-Fresno, and Northern Arizona University offer similar courses, as do other state institutions like Murray State University and U of Louisville.

3. Discussion of proposed course:

- 3.1 Course objectives: The course will give students practical experience working with ESL students in public schools and other settings (e.g., community colleges, intensive English institutes, and community education programs). Students will have the opportunity to apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, receive professional feedback and evaluation, and investigate areas relevant to the classroom such as parent involvement, working with mainstream teachers, professional development, and legislation.

- 3.2 Content outline:
 - TESOL standards for child/adult learners
 - Working with mainstream teachers
 - Special education and ESL
 - Parental involvement
 - ESL-related legislation
 - Professional development
- 3.3 Student expectations and requirements:
 - Portfolio for 30 teaching hours
 - Article summaries
 - Presentations
 - Short reflective essays
- 3.4 Tentative texts and course materials:

Bailey, K., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston: Heinle.

Bitterlin, G. (2003). *Standards for adult education ESL programs*. Washington, DC: TESOL.

Gottlieb, M. (2006). *PreK-12 English language proficiency standards*. Washington, DC: TESOL.

Gottlieb, M. (2009). *Paper to practice: Using the TESOL ELP standards in preK-12*. Washington, DC: TESOL.

4. Resources:

- 4.1 Library resources: Existing materials are sufficient
- 4.2 Computer resources: Existing materials are sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: fall 2010

7. Dates of prior committee approvals:

English Department/Division:	_____9/11/09_____
PCAL Curriculum Committee	_____10/01/09_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Bibliography

- Arkoudis, S. (2006). Negotiating the rough ground between ESL and mainstream teacher. *The International Journal of Bilingual Education and Bilingualism*, 9 (4), 415-433.
- Bailey, K., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston: Heinle.
- Bitterlin, G. (2003). *Standards for adult education ESL programs*. Washington, DC: TESOL.
- Boyd-Batstone, P. (2005). *Differentiated early literacy for English language learners: Practical strategies*. Boston: Allyn & Bacon.
- Cassidy, J., & Harris, S. (2000). Parents of ESL students: A study of parental involvement. *NASSP Bulletin*, 84 (619), 55-62.
- Creese, A. (2006). Supporting talk? Partnership teachers in classroom interaction. *The International Journal of Bilingual Education and Bilingualism*, (9) 4, 433-453.
- Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right? *The International Journal of Bilingual Education and Bilingualism*, 9 (4), 454-475.
- Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston: Pearson.
- Garcia, S., & Ortiz, A. (1998). Preventing inappropriate referrals of language minority students to special education. *NCBE*, 5, 8-17.
- Gottlieb, M. (2006). *PreK-12 English language proficiency standards*. Washington, DC: TESOL.
- Gottlieb, M. (2009). *Paper to practice: Using the TESOL ELP standards in preK- 12*. Washington, DC: TESOL.
- Gribbons, B., & Shin, F. (1996). Hispanic parents' perceptions and attitudes of bilingual education. *AMAE Journal*, 6, 16-22.
- Guo, Y. (2006). Why didn't they show up? Rethinking ESL parent involvement in K-12 education. *TESL Canada Journal/Revue TESL du Canada*, 24 (1), 80-95.
- Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly*, 28 (2), 241-272.
- Johnson, K. (1999). *Understanding language teaching: Reasoning in action*. Boston: Heinle & Heinle.
- Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston: Heinle & Heinle.
- Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27 (1), 1-24
- Penfield, J. (1987). ESL: The regular classroom teacher's perspective. *TESOL Quarterly*, 21 (1), 21-40.
- Ramirez, A. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *The Urban Review*, 35 (2), 93-110.
- Shin, F. (2000). Parent attitudes toward the principles of bilingual education and their children's participation in bilingual programs. *Journal of Intercultural Studies*, 21 (1), 93-99.
- Soltero, S. W. (2004). *Dual language: Teaching and learning in two languages*. Boston: Pearson.
- Whelan Ariza, E. (2005). *Not for ESOL teachers*. Boston: Allyn & Bacon

Proposal Date: August 6, 2009

**Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: English 405G
- 1.2 Course title: Teaching English as a Second Language Practicum
- 1.3 Abbreviated course title: TESL Practicum
- 1.4 Credit hours and contact hours: 4 credits; 15 class hours+30 clock teaching hours
- 1.5 Type of course: P
- 1.6 Prerequisites: English 407G, 408G, 565, 566 and permission of the instructor
- 1.7 Course catalog listing: Supervised observation and instruction in public schools or other appropriate settings, culminating in the production of a portfolio. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: Future ESL teachers are not currently required to take a course which allows them to gain practical experience teaching ESL in a supervised environment. This experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization.
- 2.2 Projected enrollment in the proposed course: 10
- 2.3 Relationship of the proposed course to courses now offered by the department: English 405G is very similar to English 508 (TESL Field Experience), which it will replace, and will serve as a capstone experience for the TESL Endorsement and Certificate graduate programs.
- 2.4 Relationship of the proposed course to courses offered in other departments: none
- 2.5 Relationship of the proposed course to courses offered in other institutions: As noted in 2.1, the practicum part is an integral part of ESL teacher education programs. Benchmark institutions such as University of Northern Iowa, California State University—Fresno, and Northern Arizona University offer similar courses, as do other state institutions like Murray State University and U of Louisville.

3. Discussion of proposed course:

- 3.1 Course objectives: The course will give students practical experience working with ESL students in public schools and other settings (e.g., community colleges, intensive English institutes, and community education programs). Students will have the opportunity to apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, receive professional feedback and evaluation, and investigate areas relevant to the

classroom such as parent involvement, working with mainstream teachers, professional development, and legislation.

3.2 Content outline:

- TESOL standards for child/adult learners
- Working with mainstream teachers
- Special education and ESL
- Parental involvement
- ESL-related legislation
- Professional development

3.3 Student expectations and requirements:

- Portfolio for 30 teaching hours
- Article summaries and reviews
- Presentations
- Short reflective essays

3.4 Tentative texts and course materials:

Bailey, K., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston: Heinle.

Bitterlin, G. (2003). *Standards for adult education ESL programs*. Washington, DC: TESOL.

Gottlieb, M. (2006). *PreK-12 English language proficiency standards*. Washington, DC: TESOL.

Gottlieb, M. (2009). *Paper to practice: Using the TESOL ELP standards in preK-12*. Washington, DC: TESOL.

4. Resources:

4.1 Library resources: Existing materials are sufficient

4.2 Computer resources: Existing materials are sufficient

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: fall 2010

7. Dates of prior committee approvals:

English Department/Division: _____ 9/11/09 _____

PCAL Curriculum Committee _____ 10/01/09 _____

Professional Education Council (if applicable) _____

Graduate Council (if applicable) _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

- Arkoudis, S. (2006). Negotiating the rough ground between ESL and mainstream teacher. *The International Journal of Bilingual Education and Bilingualism*, 9 (4), 415-433.
- Bailey, K., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston: Heinle.
- Bitterlin, G. (2003). *Standards for adult education ESL programs*. Washington, DC: TESOL.
- Boyd-Batstone, P. (2005). *Differentiated early literacy for English language learners: Practical strategies*. Boston: Allyn & Bacon.
- Cassity, J., & Harris, S. (2000). Parents of ESL students: A study of parental involvement. *NASSP Bulletin*, 84 (619), 55-62.
- Creese, A. (2006). Supporting talk? Partnership teachers in classroom interaction. *The International Journal of Bilingual Education and Bilingualism*, (9) 4, 433-453.
- Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right? *The International Journal of Bilingual Education and Bilingualism*, 9 (4), 454-475.
- Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston: Pearson.
- Garcia, S., & Ortiz, A. (1998). Preventing inappropriate referrals of language minority students to special education. *NCBE*, 5, 8-17.
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- Gribbons, B., & Shin, F. (1996). Hispanic parents' perceptions and attitudes of bilingual education. *AMAE Journal*, 6, 16-22.
- Guo, Y. (2006). Why didn't they show up? Rethinking ESL parent involvement in K-12 education. *TESL Canada Journal/Revue TESL du Canada*, 24 (1), 80-95.
- Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly*, 28 (2), 241-272.
- Johnson, K. (1999). *Understanding language teaching: Reasoning in action*. Boston: Heinle & Heinle.
- Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston: Heinle & Heinle.
- Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27 (1), 1-24
- Penfield, J. (1987). ESL: The regular classroom teacher's perspective. *TESOL Quarterly*, 21 (1), 21-40.
- Ramirez, A. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *The Urban Review*, 35 (2), 93-110.

- Shin, F. (2000). Parent attitudes toward the principles of bilingual education and their children's participation in bilingual programs. *Journal of Intercultural Studies*, 21 (1), 93-99.
- Soltero, S. W. (2004). *Dual language: Teaching and learning in two languages*. Boston: Pearson.
- Whelan Ariza, E. (2005). *Not for ESOL teachers*. Boston: Allyn & Bacon

Proposal Date: 9/3/09

**Potter College
Department of English
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. Elizabeth Grace Winkler, elizabeth.winkler@wku.edu, 5-2415

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 469
 - 1.2 Current course title: Introduction to Teaching English as a Second Language
 - 1.3 Credit hours: 3

- 2. Proposed course title:** Second Language Acquisition Theory

- 3. Proposed abbreviated course title:** SLA Theory
(max. of 30 characters including spaces)

- 4. Rationale for the revision of course title:** The change better reflects the true content of the course, which covers second language acquisition of any language and not just English.

- 5. Proposed term for implementation:** Fall 1010

- 6. Dates of prior committee approvals:**

English Department:	___9/11/09___
PCAL Curriculum Committee	___10/01/09___
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 20, 2009

**Potter College of Arts and Letters
Department of English
Proposal to Revise a Program
(Action Item)**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-901-0050

1. Identification of program:

- 1.1 Current program reference number: N.A.
- 1.2 Current program title: Endorsement to Teach English as a Second Language (ESL) (Undergraduate Level)
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- English 405 TESL Practicum (4 credit hours) will be added to the program. Thus, the program will require 25 hours instead of 21 hours.

3. Detailed program description:

Current Curriculum	Proposed Curriculum
Endorsement to Teach English as a Second Language (ESL)	Endorsement to Teach English as a Second Language (ESL)
ENG 104 Introduction to Linguistics; or	ENG 104 Introduction to Linguistics; or
ENG 302 Language and Communication; or	ENG 302 Language and Communication; or
ENG 304 English Language 3	ENG 304 English Language 3
ENG 407 Linguistic Analysis 3	ENG 405 TESL Practicum 4
ENG 408 Psycholinguistics and Sociolinguistics 3	ENG 407 Linguistic Analysis 3
ENG 469 Second Language Acquisition (formerly Intro to Teaching ESL) 3	ENG 408 Psycholinguistics and Sociolinguistics 3
ENG 470 Methods and Materials for Teaching ESL 3	ENG 469 Second Language Acquisition (formerly Intro to Teaching ESL) 3
	ENG 470 Methods and Materials 3

Foreign Language	6	for Teaching ESL	
		Foreign Language	6
21 Total Semester Hours		25 Total Semester Hours	

4. Rationale for the proposed program change: Future ESL teachers do not currently have a course that allows them to gain practical experience teaching ESL in a supervised environment. This experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization. ENG 405 requires both 30 contact hours in the field and regular meetings with the production of a portfolio, which will be used for assessment purposes. The number of contact hours required justifies four hours of credit.

5. Proposed term for implementation and special provisions (if applicable): fall 2010

6. Dates of prior committee approvals:

English Department/Division: _____ 9/11/09 _____

PCAL Curriculum Committee _____ 10/01/09 _____

Professional Education Council (if applicable) _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: August 20, 2009

**Potter College of Arts and Letters
Department of English
Proposal to Revise a Program
(Action Item)**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-901-0050

1. Identification of program:

- 1.1 Current program reference number: N.A.
- 1.2 Current program title: Endorsement to Teach English as a Second Language (ESL) (Graduate Level)
- 1.3 Credit hours: 18

2. Identification of the proposed program changes:

- English 405G TESL Practicum (4 credit hours) will be added to the program. Thus, the program will require 22 hours instead of 18 hours.

3. Detailed program description:

Current Curriculum		Proposed Curriculum	
Endorsement to Teach English as a Second Language (ESL)		Endorsement to Teach English as a Second Language (ESL)	
ENG 407G Linguistic Analysis	3	ENG 405G TESL Practicum	4
ENG 408G Psycholinguistics and Sociolinguistics	3	ENG 407G Linguistic Analysis	3
ENG 565 Integrated TESL	3	ENG 408G Psycholinguistics and Sociolinguistics	3
ENG 566 Teaching and Testing ESL	3	ENG 565 Integrated TESL	3
Grammar		ENG 566 Teaching and Testing ESL	3
Foreign Language	6	Grammar	
		Foreign Language	6
18 Total Semester Hours		22 Total Semester Hours	

4. Rationale for the proposed program change: Future ESL teachers are not currently required to take a course that allows them to gain practical experience teaching ESL in a supervised environment. This experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization. Addition of this course will make the Endorsement more in keeping with normative standards and will make the Endorsement more valuable to our students.

5. Proposed term for implementation and special provisions (if applicable): fall 2010

6. Dates of prior committee approvals:

English Department/Division: _____9/11/09_____

PCAL Curriculum Committee _____10/01/09_____

Graduate Council _____

Professional Education Council _____

University Senate _____

Attachment: Program Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

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

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

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

3. Discussion of proposed course:

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

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Spring, 2010

7. Dates of prior committee approvals:

School of Teacher Education

8/27/09

CEBS Curriculum Committee

10/6/09

Professional Education Council

Graduate Council

University Senate

Attachment: Course Inventory Form