

CEBS CURRICULUM COMMITTEE
3:00 pm – April 7, 2009
Dean's Conference Room

I. Approval of Minutes of the March 3, 2009 CEBS Curriculum Committee
(Found on the CEBS Home Page-click on faculty and staff then meeting minutes
and agendas.)

II. New Business

From the Department of Special Instructional Programs

1. Create a New Course-LME 550, Emerging Technology in Education
2. Revise a Program-Graduate Educational Technology Certificate
3. Revise a Program-Instructional Computer Technology Endorsement
4. Revise a Program-Library Media Education (083)

III. Other Business

--Report from the Alternate Admission Subcommittee

--Information - changes made at the March PEC meeting to the prerequisites for ELED
490 and EXED 490

--Vote on outstanding graduate student nominees recommended by the ad hoc
subcommittee

--Elect the 2009/2010 CEBS Curriculum Committee's representative and alternate to the
UCC

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

Contact Person: Marge Maxwell, Ph.D, Email: marge.maxwell@wku.edu, Phone: 5-2435

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LME 550
- 1.2 Course title: Emerging Technology in Education
- 1.3 Abbreviated course title: Emerging Tech in Education
- 1.4 Credit hours and contact hours: 3/3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: LME 535 or instructor approval.
- 1.7 Course catalog listing: Survey of new and significant technology developments and integration strategies in education; research on applications and their effectiveness on P-12 pupil learning; application of new technologies to design, produce, and assess P-12 learning.

2. Rationale:

2.1 Reason for developing the proposed course:

The proposed LME 550 will provide another course option in the Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration of the Master of Science in Library Media Education. It will address cutting edge technology related to education in order to prepare graduate students to be productive, engaged, and socially responsible teachers and citizens with respect to technology. Another purpose is to equip graduate students with strategies for incorporating 21st century skills to facilitate P-12 achievement and engage P-12 students in leadership in a global society.

The content of the proposed course will emphasize history of technological advancement, patterns of technology innovation, types of technological advancement, techniques for analyzing and assessing technology, and integration of emerging technology in education.

2.2 Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.

2.3 Relationship of the proposed course to courses now offered by the department:

Four master's level educational technology courses are offered in the LME program in the Special Instructional Programs Department: LME 535 Survey of Educational Technology Practices, LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 547 Integration of Educational Technology. The proposed course is different from these other master's level courses because its primary emphasis is the newest, emerging technology. The proposed course will be one of the options in the

Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration in the MS in Library Media Education.

2.4 Relationship of the proposed course to courses offered in other departments:

No other departments on campus offer a similar graduate course. However, there are other courses that include content tangentially related to the proposed course. AMS 548 Graphic Arts focuses on graphics, imaging, and pre-press operations for publication. PSY 501 Issues in College Instruction Using the Internet focuses on educational psychology issues related to the development of internet-based course instruction. CNS 576 Technology in Student Affairs deals with applications in the administration of student affairs.

The proposed course is different from these courses since it is dedicated to the forecasting of emerging technology in education and calculation of its impact possible impact. The proposed course will be one of the options in the Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration in Library Media Education. It is complementary to the existing competency based courses and will be an important addition to the educational technology curriculum because it will anticipate emerging skills and applications.

2.5 Relationship of the proposed course to courses offered in other institutions:

One benchmark institution, University of Northern Iowa, offers an undergraduate course entitled Emerging Instructional Technologies that emphasizes current research about emerging instructional technologies and hands-on experiences with existing applications in development of an instructional unit. The proposed course is different from this course since it is a more in depth, research-oriented, graduate course.

The University of Louisville offers EDAP 601 Teaching with Emerging Technologies. The Department of Professional Studies at the University of South Alabama offers two similar and related courses: ISD 680 Emerging Technologies and ISD 682 Impact of Emerging Technologies. NC State University offers a graduate course TED 552/752 Curricula for Emerging Technology that is a generic research course about emerging technology offered to graduate students in Communication, Construction, Manufacturing, Transportation and Education. The proposed course is different from this course since it is primarily concerned with the use of emerging technology in teaching P-12 pupils. It takes a hands-on approach to using new technologies with P-12 pupils.

3. Discussion of proposed course:

3.1 Course objectives:

The proposed course is designed to help students to:

- Research, analyze, and discuss emerging technology advancement and forecasting
- To identify emerging technologies
- To apply assessment criteria to emerging technologies
- Design curricular and instructional strategies using various emerging technologies.
- Apply emerging technology to enhance their professional practice and to increase their own productivity and that of P-12 pupils.

- To describe the challenges to educational equity posed by emerging technologies and strategies for overcoming these problems

3.2 Content outline:

- Introduction
 - History of technology innovation in education
 - Programmed learning and teaching machines
 - Rise of the computer
 - Internet and the World Wide Web
 - Behavior of technology
 - Factors affecting the growth of technology
 - Current state of technological innovation
- Characteristics of technological advancement
 - Types of Advancement
 - Scientific discovery
 - Invention
 - Innovation
- Transfer and diffusion of technology in education
 - Cultural variables
 - Social organization variables
 - Social institution variables
 - Human variables
- Techniques for analyzing and assessing emerging technologies
 - Forecasting
 - Concept and skill Mapping
- Computers and computer-control Interfaces and communication systems
 - Mergence of technologies (GPS systems, satellite imaging, etc.)
 - Web 2.0 social tools (social networks and virtual communities/worlds)
 - Games and simulations
 - Internet Development Tools (Wikis, Blogs, Google Earth, etc.)
 - Multimedia
- Integration of emerging technologies in curricular for education
 - Survey of current uses of emerging technologies
 - Instructional strategies for integrating emerging technologies with emphasis on assessment of pupil learning.
 - Paradigm shifts
 - Emergence of ethical issues (privacy, censorship, and intellectual property rights)

3.3 Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports, and technology projects that will prepare them to exercise and implement instructional practices that effectively meet the varied needs of P-12 learners and ensure student achievement.

Student expectations and course requirements may include such activities and projects such as written reports, interactive dialogue, analysis of case studies, individual group and technology

projects, technical assessments, and individual or group presentations. A culminating critical performance will be required that may be in a form such as a formal professional presentation of a research report. Course content may change due to the changing nature of technology.

3.4 Tentative texts and course materials:

Because this course is based on the study of recent and future technological advancements, periodicals such as Journal of Research on Technology in Education, Leading and Learning with Technology, Educational Technology Review, Journal of Computing in Teacher Education, Journal of Educational Computing Research, Journal of Instructional Science and Technology, Journal of Interactive Media in Education, Journal of Research on Technology in Education, Journal of Technology and Teacher Education, The New Curriculum, Technology and Culture, Technology Review, Technology Week, Scientific American, and Scientific Monthly, among others, are recommended resources for this course. Internet resources are also valuable for tracking emerging technologies.

4. Resources:

4.1 Library resources: Present holdings are adequate

4.2 Computer resources: none

5. Budget implications:

5.1 Proposed method of staffing: Current faculty are adequate to support 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:

LME Program Area: 3/17/09

SIP Department/Division: 3/20/09

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography LME 550

- Baule, S. (2005). *Case studies in educational technology and library leadership*. Columbus, OH: Linworth Publishing.
- Bitter, G.G. & Pierson, M.E. (2005). *Using technology in the classroom*. (6th ed.). Boston: Pearson Education, Inc.
- Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4th ed.). New York: Houghton Mifflin Co.
- Jonassen, D. (2000). *Computers as mindtools for schools*. Upper Saddle River, NJ: Prentice Hall.
- Jonassen, D. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.
- Kearsley, G. & Lynch, W. (2004). *Educational technology: leadership perspectives*. Englewood Cliffs, NJ: Educational Technology Publications, Inc.
- Louv, R. (2006). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Newby, T.J., Stepich, D., Lehman, J., & Russell, J.D. (2005). *Educational technology for teaching and learning*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Picciano, G. (2005). *Educational leadership and planning for technology*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Roblyer, M.D. (2006). *Integrating educational technology into teaching*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Professional Journals

American Educational Research Journal
Computers in the Schools
eSchool News
Education and Culture
Educational Assessment
Educational Evaluation and Policy Analysis
Educational Measurement Issues & Practices
Educational Research
Educational Research Quarterly

Educational Technology
Educational Technology, Research and Development
JEM, Journal of Educational Measurement
Journal of Computing and Teacher Education
Journal of Computing in Higher Education
Journal of Distance Education
Journal of Education
Journal of Educational Measurement
Journal of Educational Research
Journal of Instructional Psychology
Journal of Research on Computing in Education
Journal of Research on Technology in Education
Journal of Teacher Education
JRTE, Journal of Research on Technology in Education
Learning and Leading with Technology
Multicultural Education
Research in the Schools
Review of Educational Research
Teacher Educator
Technology & Learning

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

1. Identification of program:

- 1.1 Current program reference number: 167
- 1.2 Current program title: Graduate Educational Technology Certificate
- 1.3 Credit hours: 12

2. Identification of the proposed program changes:

The proposed change provides more course options for the certificate program.

3. Detailed program description:

Current program: Graduate Educational Technology Certificate

Based on Kentucky Teacher Technology Standards, this graduate certificate program requires twelve graduate semester hours to complete the Graduate Educational Technology Certificate. This certificate can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

LME 535 Survey of Educational Technology Practices
LME 537 Principles of Educational Technology Applications
LME 545 Educational Technology Production
LME 547 Integration of Educational Technology

Proposed program: Graduate Educational Technology Certificate

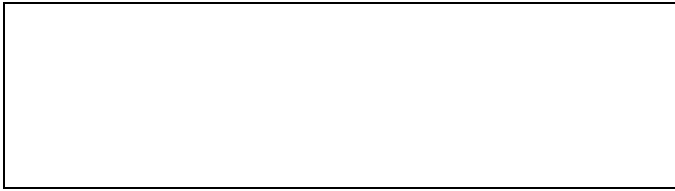
Based on Kentucky Teacher Technology Standards, this certificate program requires twelve semester hours. This certificate can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only, and completion of the certificate qualifies the student for the endorsement in educational technology. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

LME 535 Survey of Educational Technology Practices **or equivalent**
LME 537 Principles of Educational Technology Applications (**Prerequisite: LME 535**)

Any SIX hours of the following courses (with advisor approval):

LME 545 Educational Technology Production **or equivalent (Prerequisite LME 537)**
LME 547 Integration of Educational Technology **or equivalent (Prerequisite LME 537)**



LME 550 Emerging Technology in Education or equivalent (Prerequisite: LME 535)
LME 737 Educational Technology Leadership (for doctoral students) or equivalent

4. Rationale for the proposed program change:

The purpose of these program revisions is to provide graduate students with more course options.

Two more courses have been added as options. LME 550 Emerging Technology in Education is added as an option for graduate students who are interested in more current cutting-edge technology applications in education. LME 737 Educational Technology Leadership is added as an option for doctoral graduate students interested in technology leadership and in earning the Graduate Educational Technology Certificate.

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

6. Dates of prior committee approvals:

LME Program Area 3/17/09

Department of Special Instructional Programs 3/20/09

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise a Program**

(Action Item)

1. Identification of program:

- 1.1 Current program reference number: 167
- 1.2 Current program title: Instructional Computer Technology Endorsement
- 1.3 Credit hours: 12

2. Identification of the proposed program changes:

The proposed change provides more course options for the endorsement.

3. Detailed program description:

Current program: Instructional Computer Technology Endorsement

Based on Kentucky Teacher Technology Standards, this graduate endorsement program requires twelve graduate semester hours to complete the Instructional Computer Technology Endorsement, P-12. This endorsement can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

- LME 535 Survey of Educational Technology Practices
- LME 537 Principles of Educational Technology Applications
- LME 545 Educational Technology Production
- LME 547 Integration of Educational Technology

Proposed program: Instructional Computer Technology Endorsement

Based on Kentucky Teacher Technology Standards, this endorsement program requires twelve semester hours to complete the Instructional Computer Technology Endorsement, P-12. This endorsement can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

- LME 535 Survey of Educational Technology Practices **or equivalent**
- LME 537 Principles of Educational Technology Applications (**Prerequisite: LME 535**)

Any SIX hours of the following courses (with advisor approval):

- LME 545 Educational Technology Production **or equivalent (Prerequisite LME 537)**
- LME 547 Integration of Educational Technology **or equivalent (Prerequisite LME 537)**



LME 550 Emerging Technology in Education or equivalent (Prerequisite: LME 535)
LME 737 Educational Technology Leadership (for doctoral students) or equivalent

4. Rationale for the proposed program change:

The purpose of these program revisions is to provide graduate students with more course options.

Two more courses have been added as options. LME 550 Emerging Technology in Education is added as an option for graduate students who are interested in more current cutting-edge technology applications in education. LME 737 Educational Technology Leadership is added as an option for doctoral graduate students interested technology leadership and in earning the Instructional Computer Technology Endorsement.

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

6. Dates of prior committee approvals:

LME Program Area 3/17/09

Department of Special Instructional Programs 3/20/09

CEBS Curriculum Committee

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Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
 Department of Special Instructional Programs
 Proposal to Revise a Program
 Master of Science in Library Media Education Program
 (Action Item)**

1. Identification of program:

- 1.1 Current program reference number: 083
- 1.2 Current program title: Library Media Education
- 1.3 Credit hours: 30 (Plus research tool).

2. Identification of the proposed program changes:

- The proposed change replaces the use of “focus” with the term “concentration” that is required by university policy to distinguish specializations within the MS in Library Media Education program.
- The concentration in educational technology includes a proposed new course, LME 550 Emerging Technology in Education, a choice of nine of twelve hours, and simple changes in terminology in its description.

3. Detailed program description:

Current program: Master of Science with Major in Library Media Education

The Master of Science with a major in LME is a dual focus program in information services and educational technology. It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.

Admission to the program does not require prior teacher certification and students may complete the program without seeking teacher certification. Students who seek certification must follow the requirements presented below under “Certifications for Teachers.”

Requirements for the Educational Technology Certificate may be met as part of the Master of

Proposed program: Master of Science with Major in Library Media Education

The Master of Science with major in LME prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations. **The Master of Science with a major in LME offers concentrations in library media and educational technology in addition to the general program of study.**

Admission to the program does not require prior teacher certification and students may complete the program without seeking any teacher certification. **Students who hold a teaching certificate and seek additional certification must follow the requirements for one of the two program concentrations.**

Requirements for the academic Educational Technology Certificate **granted by the University**

Science in LME.

The Master of Science in Library Media Education requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education. Fifteen semester hours are specified core courses:

LME 501 Program Organization and Administration

LME 512 Issues in Library Media Education

LME 535 Survey of Educational Technology Practices (*Note: Prerequisite for LME 537*)

LME 537 Principles of Educational Technology Applications (*Note: Prerequisite is LME 535*)

LME 590 Practicum (*Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.*)

The remaining courses beyond the required core and research tool are selected based on an applicant's prior experience, previous academic work, and career goals with the approval of the graduate advisor.

The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods or an equivalent.

The LME 590 Practicum course is the capstone experience required for completion of the degree program.

Certifications for Teachers

The MS in LME degree may fulfill the requirements for the following Kentucky state certifications in library media and educational technology:

- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.
- P-12 Instructional Computer Technology Endorsement and change in Kentucky

may be met as part of the Master of Science in LME.

The Master of Science in Library Media Education requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education. Fifteen semester hours are specified core courses:

LME 501 Program Organization and Administration

LME 512 Issues in Library Media Education

LME 535 Survey of Educational Technology Practices (*Note: Prerequisite for LME 537*)

LME 537 Principles of Educational Technology Applications (*Note: Prerequisite is LME 535. Transfer credit not accepted.*)

LME 590 Practicum (*Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.*)

The remaining courses beyond the required core and research tool **are selected with the approval of the graduate advisor** based on an applicant's prior experience, previous academic work, and career goals

The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods or an equivalent.

The LME 590 Practicum course is the capstone experience required for completion of the degree program.

Concentrations

The concentrations in the MS in LME degree with a held teaching certificate may fulfill the requirements for a change in Kentucky teacher rank (Rank II or I) and the following Kentucky state certifications in library media and educational technology:

- Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.

teaching rank.

1. School Media Librarian P-12, Teacher Certification

In addition to completion of the 15-hour core and the research tool for the MS degree, the certification requirements for School Media Librarian P-12 include the following:

Professional Specialization (9 hrs. required):

LME 502 Collection Management

LME 506 Classification and Cataloging

LME 508 Information Sources and Services

Elective Courses (Minimum of 6 hrs.):

Other appropriate LME courses or courses outside of LME may be selected with advisor approval.

Certification Examination:

While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessment-Library Media Specialist for certification as a school library media specialist. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Program Requirements for Teachers Already

Certified as Library Media Specialists:

A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

Requirements for Initial Certification with the Master of Science in Library Media Education:

- Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

1. Concentration in Library Media

In addition to completion of the 15-hour core and the research tool for the MS degree, **the Concentration in Library Media meets certification requirements with a held teaching certificate for the Kentucky School Media Librarian P-12 certificate.**

A. Required Courses (9 hrs.):

LME 502 Collection Management

LME 506 Classification and Cataloging

LME 508 Information Sources and Services

B. Electives (6 hrs.):

Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

Certification Examination:

While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessment-Library Media Specialist for certification as a school library media specialist. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Program Requirements for Teachers Already

Certified as Library Media Specialists:

A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

Requirements for Initial Certification with the Master of Science in Library Media Education:

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist on completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist.

2. P-12 Instructional Computer Technology Endorsement

In addition to completion of the 15-hour core and the research tool for the MS degree, the Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate and the following:

Specialization (15 hours required):

a. LME 545 Educational Technology Production (*Prerequisite: Completion of LME 537*) and LME 547 Integration of Educational Technology (*Prerequisite: Completion of LME 537*)

b. Nine hours of electives in LME or approved courses selected from appropriate fields such as information technology, instructional design, information systems, information management, or computer science.

A person who has completed the M.S. degree with a focus in educational technology may complete the core requirements for the Rank I program in the area of the original certificate and may elect courses from LME and other appropriate areas with advisor approval based on a student's prior experience, previous academic work, and career goals.

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist on completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist.

2. Concentration in Educational Technology

In addition to completion of the 15-hour core and the research tool for the MS degree, **the Concentration in Educational Technology meets the requirements with a held teaching certificate for the Kentucky P-12 Instructional Computer Technology Endorsement.**

A. Required Courses (9 hrs.):

Nine hours from the following:

LME 545 Educational Technology Production

(*Prerequisite: Completion of LME 537*)

LME 547 Integration of Educational Technology

(*Prerequisite: Completion of LME 537*)

LME 550 Emerging Technology in Education

(*Prerequisite: LME 535*).

LME 519 Special Topics

B. Electives (6 hrs.):

Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

A person who has completed the MS degree with the concentration in Educational Technology may complete the core requirements for the Rank I program in the area of the original certificate and may elect courses from LME and other appropriate areas with advisor approval based on a student's prior experience, previous academic work, and career goals.

4. Rationale for the proposed program change:

Current university policy states, “For consistency and clarity the terms ‘option,’ ‘emphasis,’ ‘track,’ ‘sequence,’ ‘specialization,’” or any other word describing the sub-unit of a major may not be used in the catalog or other publications describing academic programs.” The proposed change in terminology meets the CPE guideline that specifies that core courses comprise half or more of the credit hours in a major.

The use of the standardized term “concentration” will allow the LME program to track students based on their area of concentration for accreditation and advising. In addition, the incorporation of the new course, LME 550 Emerging Technology in Education, will replace the need for an independent study course as a requirement for the Concentration in Educational Technology. It will also update the curriculum because it will prepare students for competency in mastering new technologies as they might develop.

5. Proposed term for implementation and special provisions (if applicable): Fall 2009

6. Dates of prior committee approvals:

SIP Department/Division	_____3/20/09_____
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

MEMO TO: CEBS Curriculum Committee
FROM: Retta Poe
DATE: 03/04/09
SUBJECT: Report from the Alternate Admission Subcommittee

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

MAE Adult Education

T. H. sought admission. First review on 1/22/09 resulted in a recommendation that admission be denied, but student was offered the opportunity to revise the alternate admission portfolio. After re-submission of the portfolio, admission was recommended unconditionally 3/4/09.

MAE: Exceptional Education, LBD

G. G. sought admission; admission recommended unconditionally 1/22/09.

D. W. sought admission. Committee recommended on 2/13/09 that admission be denied, but student was offered the opportunity to revise the portfolio and re-submit. A revised portfolio has not been received, so a final admission decision is still pending.

MAE: Interdisciplinary Early Childhood Education

L. M. sought admission; admission recommended unconditionally 2/13/09.

MS: Library Media Education

K. B. sought admission; admission recommended unconditionally 2/13/09.

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