

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: December 2009

FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. Temporary Course

CD 572 Contemporary Issues in CD*

II. Create a New Course

ENG 471G Teach English as a Second Language Practicum

ADED 590 Practicum in Adult Education

ADED 599 Thesis Research and Writing

EDU 594 Practicum in Education or Behavioral Sciences

EDU 695 Advanced Topics in Education

III. Delete a Course

ENG 508 Teach English as a Second Language Field Experience

III. Revise a Program

Endorsement to Teach English as a Second Language, Ref# KE36

Certificate in Teaching English to Speakers of Other Languages, Ref.# 0416

Adult Education, Ref. #047

IV. Relocation of the MAE in Adult Education*

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 471G
- 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 | 10/14/09 |
| Graduate Council | ____ 11/12/09 ____ |
| University Senate | _____ |

College of Education and Behavioral Sciences
Department of Education Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ADED 590
- 1.2 Course title: Practicum in Adult Education
- 1.3 Abbreviated course title: Practicum Adult Education
- 1.4 Credit hours and contact hours: 1-3 hours;
- 1.5 Type of course: P - Practicum
- 1.6 Prerequisites/corequisites: Instructor permission and completion of at least 18 hours in the Masters of Arts in Education in Adult Education program, including all core requirements except capstone. Restricted to students admitted to the MAE – Adult Education program.
- 1.7 Course catalog listing: Supervised practical experience related to adult education studies. Grading is pass-fail.

2. Rationale:

- 2.1 Reason for developing the proposed course: The MAE in Adult Education has had a practicum/internship requirement since 2007. Students have enrolled in Education practicum courses (EDU 590: Teaching Internship). However, this is not a good solution for the long term, as EDU 590 is designated for students in the K-12 setting and does not reflect the adult education focus of the MAE in Adult Education. Thus, there is a need for a practicum course specifically for students in the MAE in Adult Education program.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to fifteen students per year may enroll. This estimate is based on present enrollment in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: Similar courses include ADED 589 – Internship in Community College Teaching and EDAD 694 – Seminar in Educational Leadership. The latter course, however, requires placement in a school setting, whereas Adult Education students are placed in a variety of academic and non-academic settings.
- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate practicum/internship courses exist in many other departments. Some examples are EDU 590 *Teaching Internship*, CNS 590 *Practicum*, CNS 591 *Mental Health Counseling/Marriage and Family*

Counseling Practicum, PSY 562 *Practicum in Psychological Assessment*, PSY 662 *Practicum in Psychology*, REC 590 *Practicum in Recreation and Sport*, CD 590 *Clinical Internship*, EDAD 598 *Field Experience in Educational Administration*, FLK 589 *Internship*, GEOG 595 *Geoscience Practicum*, SWRK 660 *Advanced Field Practicum I*, SWRK 661 *Advanced Field Practicum II*, BIOL 589 *Internship in Biology*, and WOMN 589 *Internship in Women's Studies*. Similar to these other courses, the proposed course will offer MAE in Adult Education students the opportunity to gain supervised applied experience in appropriate adult education settings.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate practicum and internship courses are common at other institutions. Some examples are: EDA 610 *School Leadership Practicum* (University of Kentucky); EDP 675 *Practicum in School Psychology* (University of Kentucky); PSY 685 *Clinical Practicum* (University of Louisville); ECPY 680 *Practicum* (University of Louisville); EDAH 678 *Internship* (Morehead State University); CPSY 644 *Practicum in Counseling* (Ball State University), Adu Ed 6990 *Internship in Adult Education* (University of Missouri – St. Louis), and SW 600 *MSW Practice I* (Middle Tennessee State University).

3. Discussion of proposed course:

- 3.1 Course objectives: The specific objectives will vary, depending on the setting and the nature of the experiences provided. However, the overall objective of the course is to allow students to develop applied skills related to concentrations within the adult education program.
- 3.2 Content outline: The content will vary, depending on the setting.
- 3.3 Student expectations and requirements: As this is a practicum, student expectations will vary, depending on the setting. However, prior to enrollment the student, faculty supervisor, and on-site supervisor will develop an agreement regarding criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is a practicum course, no texts are likely to be assigned.

4. Resources:

- 4.1 Library resources: It is not anticipated that any library resources will be needed to support the proposed course.
- 4.2 Computer resources: Current resources are 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:**

| Dept. of Education Administration, Leadership, and Research

September 22, 2009

CEBS Curriculum Committee

10/6/09

Graduate Council

11/12/09

University Senate

Attachment: Course Inventory Form

Proposal Date: 9/1/09

College of Behavioral Science and Engineering
Department of Education Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jim Berger e-mail: jim.berger@wku.edu Phone: 5-3892

1. Identification of Proposed Course

- 1.1 Prefix and Number: ADED 599
- 1.2 Title: Thesis Research and Writing
- 1.3 Abbreviated title: Thesis Research and Writing
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
- 1.5 Type of course: R (Research)
- 1.6 Prerequisite: Admission into the program. Permission of program director.
- 1.7 Catalog course listing: Independent research on a topic related to adult education.

2. Rationale

- 2.1 Reason for developing the proposed course:

Thesis Research and Writing is required for graduate students pursuing the thesis option of the Master of Arts in Education in Adult Education.
- 2.2 Projected enrollment in the proposed course:

This is a required course for the MAE in Adult Education students taking the thesis option. It is expected that initial enrollment will be six students a year.
- 2.3 Relationship of the proposed course to courses now offered by the department:

The EALR department currently only offers EDAD 699, Specialist Project, but no thesis course is offered. The thesis course will prepare students to conduct basic research and write in the field of adult education. Students will begin the process of preparing their thesis in the last two semesters of their coursework, and the thesis research will enable them to delve further into an area covered in previous classes.
- 2.4 Relationship of proposed course to courses offered by other departments:

Other departments on campus offer a theses option to graduates, including: AGRI 599, CFS 599, CNS 599, ELED599, and EXED 599.
- 2.5 Relationship of proposed course to course offered in other institutions:

An examination of benchmark universities shows that each of them offers a thesis course to their graduate students. Such courses include BIS 699 at Morehead State University, IDM 699 at Missouri State University, ECT

699 at Indiana State University. Thesis courses are discipline specific in their focus on content, applications, and connections to other studies.

3. Discussion of Proposed Course

3.1 Course Objectives:

- Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature, formulating research questions, designing and conducting a study, and analyzing and discussing research results.
- Students will develop skills in writing about research and research results

3.2 Content Outline: Not applicable; students will conduct independent research under the direction of a graduate faculty member and thesis committee.

3.3 Student expectations and requirements:

- Complete thesis project with the approval of two committee members and thesis director
- Present thesis to graduate committee for approval
- Pass an oral defense of the thesis

3.4 Tentative texts and course materials

Students will be expected to own or have access to the latest edition of the American Psychological Association Style Manual.

4. Resources

4.1 Library resources:

Existing library resources are adequate.

4.2 Computer resources:

Existing computer resources are adequate.

5. Budget Implications

5.1 Proposed method of staffing:

Current faculty members will serve as thesis committee members.

5.2 Special equipment needed:

None.

5.3 Expendable materials

None.

5.4 Laboratory supplies needed:

None.

6. Proposed term for implementation:

Spring, 2010

7. Dates of prior committee approvals:

Education Administration, Leadership and Research Department

September 22, 2009

CEBS Curriculum Committee

10/6/09

University Graduate Council

11/12/09

University Senate

Attachment: Course 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 594
- 1.2 Course title: Practicum in Education or Behavioral Sciences
- 1.3 Abbreviated course title: Practicum Educ/Behav Sciences
- 1.4 Credit hours and contact hours: 1-3 hours; may be repeated
- 1.5 Type of course: P - Practicum
- 1.6 Prerequisites/corequisites: Instructor permission and completion of at least 18 hours in the Education and Behavioral Science Studies program, including all core requirements except capstone. Restricted to students admitted to the MAE – Education and Behavioral Science Studies program.
- 1.7 Course catalog listing: Supervised practical experience related to education or behavioral science studies. Grading is pass-fail.

2. Rationale:

- 2.1 Reason for developing the proposed course: The MAE in Education and Behavioral Science Studies (EBSS) has had a practicum/internship requirement since 2005. Students have enrolled in existing practicum courses in areas consistent with the program emphasis elected by the students at the time of admission. For example, a student pursuing an emphasis related to counseling or student affairs enrolled in CNS 590 *Practicum*, and a student with a focus on working with individuals with special needs enrolled in EXED 590 *Advanced Internship in Exceptional Education*. However, this is not a good solution for the long term, as some students may elect to complete a practicum placement in a setting for which the existing courses may not be appropriate. Thus, there is a need for a practicum course specifically for students in the EBSS program.
- 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 present enrollment in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The only similar EDU course is EDU 590 *Teaching Internship*. This course, however, requires placement in a school setting, whereas EBSS students do placements in a variety of academic and non-academic settings. Similarly, while there are other practicum and internship courses in the School of Teacher Education (e.g., EXED 590

Advanced Internship in Exceptional Education, LME 590 Practicum), each of them is focused on providing practical experience in settings specific to the respective discipline.

- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate practicum/internship courses exist in many other departments. Some examples are CNS 590 *Practicum*, CNS 591 *Mental Health Counseling/Marriage and Family Counseling Practicum*, PSY 562 *Practicum in Psychological Assessment*, PSY 662 *Practicum in Psychology*, REC 590 *Practicum in Recreation and Sport*, CD 590 *Clinical Internship*, EDAD 598 *Field Experience in Educational Administration*, FLK 589 *Internship*, GEOG 595 *Geoscience Practicum*, SWRK 660 *Advanced Field Practicum I*, SWRK 661 *Advanced Field Practicum II*, BIOL 589 *Internship in Biology*, and WOMN 589 *Internship in Women's Studies*. Similar to these other courses, the proposed course will offer EBSS students the opportunity to gain supervised applied experience in appropriate settings.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate practicum and internship courses are common at other institutions. Some examples are: EDA 610 *School Leadership Practicum* (University of Kentucky); EDP 675 *Practicum in School Psychology* (University of Kentucky); PSY 685 *Clinical Practicum* (University of Louisville); ECPY 680 *Practicum* (University of Louisville); CPSY 644 *Practicum in Counseling* (Ball State University), and SW 600 *MSW Practice I* (Middle Tennessee State University).

3. Discussion of proposed course:

- 3.1 Course objectives: The specific objectives will vary, depending on the setting and the nature of the experiences provided. However, the overall objective of the course is to allow students to develop applied skills related to the focus areas of their respective programs.
- 3.2 Content outline: The content will vary, depending on the setting.
- 3.3 Student expectations and requirements: As this is a practicum, student expectations will vary, depending on the setting. However, prior to enrollment the student, faculty supervisor, and on-site supervisor will develop an agreement regarding criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is a practicum course, no texts are likely to be assigned.

4. Resources:

- 4.1 Library resources: It is not anticipated that any library resources will be needed to support the proposed course.
- 4.2 Computer resources: Current resources are 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
CEBS Curriculum Committee
Graduate Council
University Senate

8/27/09
10/6/09
11/12/09

Attachment: Course Inventory Form

Proposal Date: 06/04/09

**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. Some portion of the evaluation will be based on written work.
- 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 | <u>8/27/09</u> |
| CEBS Curriculum Committee | <u>10/6/09</u> |
| Professional Education Council | <u>10/14/09</u> |
| Graduate Council | <u>11/12/09</u> |
| University Senate | <u> </u> |

Attachment: Course Inventory Form

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 471G, which will be required for the Graduate TESL Endorsement and the Graduate 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 | ___10/14/09___ |
| Graduate Council | ___11/12/09___ |
| 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) (Graduate Level)
- 1.3 Credit hours: 18

2. Identification of the proposed program changes:

- English 471G 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 471G 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 Grammar | 3 | ENG 565 Integrated TESL | 3 |
| Foreign Language | 6 | ENG 566 Teaching and Testing ESL Grammar | 3 |
| | | 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 ___ |
| Professional Education Council | ___ 10/14/09 ___ |
| Graduate Council | ___ 11/12/09 ___ |
| 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: 0416

1.2 Current program title: Graduate Certificate in Teaching English to Speakers of Other Languages

1.3 Credit hours: 21

2. Identification of the proposed program changes:

- English 471G TESL Practicum (4 credit hours) will be added to the program, in place of English 508 TESL Field Experience, which will be deleted. Thus, the program will require 22 hours instead of 21 hours.

3. Detailed program description:

| Current Curriculum | | Proposed Curriculum | |
|---|---|---|----------|
| Certificate to Teach English as a Second Language (ESL) | | Certificate to Teach English as a Second Language (ESL) | |
| ENG 407G Linguistic Analysis | 3 | ENG 471G TESL Practicum | 4 |
| ENG 408G Psycholinguistics and Sociolinguistics | 3 | ENG 407G Linguistic Analysis | 3 |
| ENG 508 TESL Field Experience | | ENG 408G Psycholinguistics and Sociolinguistics | 3 |
| 3 | | ENG 565 Integrated TESL | 3 |
| ENG 565 Integrated TESL | 3 | ENG 566 Teaching and Testing ESL | 3 |
| ENG 566 Teaching and Testing ESL | 3 | Grammar | |
| Grammar | | Foreign Language | 6 |
| Foreign Language | 6 | 22 Total Semester Hours | |
| 21 Total Semester Hours | | | |

4. Rationale for the proposed program change: This ESL program (Certificate) is the only one of our three ESL programs that currently requires a field experience, despite the fact that such an experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization. We need therefore to add a required field experience to both our graduate ESL Certificate AND our undergraduate ESL Certificate. We do not have large enough numbers to support separate undergraduate and graduate courses, so we need to replace ENG 508 with ENG 405/G. The course will include both 30 contact hours in the field and regular meetings with the production of a portfolio (as did ENG 508), 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):
201030

6. Dates of prior committee approvals:

English Department/Division: _____9/11/09_____

PCAL Curriculum Committee _____10/01/09_____

Graduate Council _____11/12/09_____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 09/15/2009

**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 - 39

2. Identification of the proposed program changes:

- **Add Workforce Development concentration**
- **Modify Admissions Criteria.**

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. Students select either the General concentration or the Community and Technical College Concentration</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 the following two additional courses are required (EDU 590 – Adult</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 the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.</p> <p>Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two</p> |
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| <p>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 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 of content specific graduate courses approved in conjunction with the corresponding 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>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.</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 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.</p> <p><i>Adult Education – Higher Education Concentration</i> 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.</p> |
| Current Program | Proposed Program |

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| <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>General Adult Education Concentration <i>Core Courses (9 hours)</i> <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) <i>Additional Adult Education Courses</i> ADED 530 Program Planning for Adults (3) ADED 540 History and Philosophy of Adult Education(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) 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)</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) 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)</p> |

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| PSY 511 Psychology of Learning (3) | PSY 511 Psychology of Learning (3) |
| <i>Research Foundations (3 hours)</i> EDFN 500 Research Methods (3) or equivalent as approved by advisor | <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> <i>Thesis Option (6 hours)</i> ADED 599 Thesis or <i>Non-Thesis Option (6 hours)</i> EDU 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult (3) Education | <i>Students may take one of the following two options:</i> <i>Thesis Option (6 hours)</i> ADED 599 Thesis or <i>Non-Thesis Option (6 hours)</i> EDU 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult (3) Education |
| Community and Technical College Concentration <i>Core Courses (12 hours)</i> <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) | Community and Technical College Concentration <i>Core Courses (9 hours)</i> <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) <i>Additional Higher Education Courses</i> 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>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>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 | <i>Capstone Experience (6 hours)</i> ADED 589 Internship in Community/Technical College Teaching (3) ADED 597 Directed Study in Adult Education |
| | Higher Education Concentration <i>Core Courses (9 hours)</i> <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><i>Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following:</i> ADED 530 Program Planning for Adults EDFN 612 Seminar in Community College Teaching (3) EDFN 685 Issues in Higher Education (3) EDFN 675 Higher Education in America (3) EDLD 721 - Postsecondary Change and Culture (3) EDLD 724 - Leadership in Community and Technical Colleges (3) EDLD 728 - Postsecondary Economics and Finance (3) ID 570 Principles of Instructional Design. (3) ID 573 Instructional Performance and Task Analysis (3) ID 583 Training Materials (3) ID 585 Distance Delivery Systems (3)</p> <p><i>Research Methods Course (3 hours)</i> EDFN 500 Research Methods</p> <p><i>Capstone Experience:</i> <i>Students may choose one of the following two options:</i> <i>Thesis Option (6 hours)</i> ADED 599 Thesis (6) or <i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p> |
| <p>Admission Policy Admission to the Master of Arts in Education in Adult Education program requires a GAP score (undergraduate GPA X GRE score (V+Q)) of 2200 and a minimum GRE analytical writing score of 3.5</p> | <p>Proposed Admission Policy 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-</p> |

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| | <p>745-2446).</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>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:</p> <ul style="list-style-type: none"> 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. <p>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 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:

- The proposed changes to this program include the addition of a third concentration for instructors or students who want to work within higher

- education settings, providing training and development for faculty and staff. This proposed program would provide the basis for adult learning and teaching and would enable graduates to obtain training positions throughout the university and other higher education settings. This concentration would not enable graduates to teach as faculty members within a postsecondary setting; only provide training or other development services. The variety of courses would allow graduates to tailor their program to meet the setting of their choosing.
- 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. These other institutions do not require GRE scores for all applicants, so WKU's requirement puts the program at a disadvantage in recruiting students. Also, data collected by program faculty over the past 6 years support the implementation of the revised admission policy.

5. Proposed term for implementation: Fall, 2010

6. Dates of prior committee approvals:

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| Department of Education Administration, Leadership and Research: | <u>September 22, 2009</u> |
| CEBS Curriculum Committee | <u>October 6, 2009</u> |
| Graduate Council | <u>11/12/09</u> |
| University Senate | <u></u> |

Attachment: Program Inventory Form

INFORMATION ITEM

MEMO TO: Curriculum Committees

FROM: Dr. Sherry Powers, Director, School of Teacher Education
Dr. Bud Schlinker, Interim Head, Department of Educational
Administration, Leadership
and Research

DATE: July 1, 2009

SUBJECT: Relocation of the MAE in Adult Education programs

Effective July 2009, the following program will be moved administratively from the School of Teacher Education to the Department of Educational Administration, Leadership and Research in the College of Education and Behavioral Sciences:

Masters of Arts in Education in Adult Education, Ref.# 047

This change is being made to provide students in this program with appropriate advising from qualified faculty in Adult Education. Questions about this change may be directed to Dr. Powers, Dr. Schlinker, or Dr. Jim Berger, program advisor for students in the ADED program.

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| School of Teacher Education | 2-17-09 |
| Department of EALR | 3-20-09 |
| CEBS Curriculum Committee | 10-6-09 |
| Graduate Council | ____11/12/09_____ |
| University Senate | _____ |