Date: Fall 2012

Program: MS – Adult/Technical Education

Date of Last Review: April 2012

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

__________________________
Signature of person preparing the report: Date: 12-10-12

__________________________
Signature of Program Chair: Date: 12-10-12

__________________________
Signature of Academic Dean: Date: 12-11-12

__________________________
Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date: 2-3-13

__________________________
Signature of President, Faculty Senate/ Chair, Graduate Council: Date: 3-10

__________________________
Signature of the Provost and Senior Vice President for Academic Affairs: Date: 4/24/13

__________________________
Signature of the President Date: 4/24/13

__________________________
Signature of Chair, Board of Governors: Date: 

College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

Continuation of the program at the current level of activity.

Rationale:

(If you recommend a program for resource development identify all areas for specific development)

The move of the Adult and Continuing Education program to the Graduate School of Education and Professional Development represented the beginning of a new approach to academics within this program. A number of issues required extensive attention to resolve problems, establish academic credibility and move the program forward to address the needs of students and the community. Changes of this magnitude will certainly take more than a year to accomplish; the attached report, however, taken from the strategic plan designed by the program director, clearly demonstrates that significant progress has been made. With continued progress in this direction, the program should be able to fulfill the vision of a valuable, respected venue for graduate students who wish to work in field related to providing training and education for adult learners.

Teresa Eagle
Signature of the Dean

1-11-13
Date
The Adult and Technical Education (ATE) program was moved from the College of Education to the Graduate School of Education and Professional Development effective August 2011. The material prepared for the 2012 Five Year Report to the Board of Governors was developed in October of 2011. At that time, the previous annual reports, which should have formed a basis for the Five Year Report, were inconsistent, incomplete or non-existent. To address the weaknesses of the program, the following corrective actions were required:

**Corrective Actions from 2012 Report – detailed information for each of the following actions can be found in the Appendices**

1. The program will develop written, measurable program learning objectives.
   - Developed a set of four courses that serve as a core for all areas of emphasis within the MS in ATE degree program.
   - The program is currently developing a portfolio-based program assessment based on the objectives of the four core courses. This task is approximately 50% complete.
   - The program currently is designing a plan to use assessment data to evaluate the program. More in-depth discussion will occur at the October 2014 planning retreat.

2. The program will reduce the number of electives.
   - Programs of study were rewritten to reflect the four core courses with fewer elective options. This task is complete and sample plans of study are in the appendices.
   - The program has moved from using a thesis and comprehensive examination as a culminating assessment to a portfolio assessment process.

3. The program will develop master syllabi for core courses that address program learning objectives.
   - Master Syllabi reflecting the objectives to be covered in each course have been completed for the four core courses. These syllabi are included in the appendices.

4. The program will develop and install assessment plans and activities that provide data for program improvement.
A set of four courses that serve as a core for all areas of emphasis within the MS in ATE degree program have been developed.

Master Syllabi, reflecting the objectives to be covered in each core course, have been completed for the four core courses.

The program is currently developing a portfolio-based program assessment based on the objectives of the four core courses. This task is approximately 50% complete.

The program is designing a plan to use assessment data to evaluate the program. More in-depth discussion will occur at the October 2014 Program Assessment Retreat.

5. The program will examine programs for viability and reduce the number of areas of emphasis.

The program has changed program admission standards.

The program has officially suspended admission to the Interdisciplinary and Occupational Leadership Areas of Emphasis. This leaves the program with three areas of emphasis; Training and Development, Adult Education, and Career and Technical Center Teaching.
APPENDIX A
ATE PROGRAM CHANGES SUMMARY

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TASK</th>
<th>STATUS</th>
<th>BOG Issue</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>Identify WVU-Tech issues</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Identify Key Players</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Become familiar with ATE Programs of Study</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Determine licensure procedures for WVU-Tech CTE teachers</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Identify course names and descriptions and match with programs</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Construct database of enrollment history for ATE courses</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Meet with ATE faculty/staff</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Review current Programs of Study to see where they need additional</td>
<td>Completed</td>
<td></td>
<td>5 Student’s work experience must be in field related to ATE program for admission to the post-masters Ed.S. program</td>
</tr>
<tr>
<td></td>
<td>rigor</td>
<td>Complete</td>
<td></td>
<td>In Spring 2013, additional requirement of minimum TOEFL score of 55 for all ATE graduate programs will be requested for approval</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Build course rotation for ATE programs</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Construct Fall ATE schedule</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Eliminate MU faculty being listed for scores of classes with no or</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>very low enrollment</td>
<td>Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Make WVU-Tech faculty Instructors of Record for MU courses they are</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teaching</td>
<td>Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Revise and submit new Ed.S. program for ATE using core from GSEPD</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>program to eliminate small enrollment courses</td>
<td>Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Restrict 700 level courses to Ed.S. &amp; Ed.D. students for 2011</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Develop new Ed.D. Area of Emphasis under Educational Leadership in</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Technical College Administration – Use ATE courses in core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Study admission requirements for needed upgrades</td>
<td>Completed</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change in Ed.S. admissions. Plans for other admission changes to all ATE graduate programs will be made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>ATE Officially moves to GSEPD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Determine what is needed for ATE Secretary to be able to handle</td>
<td>Unnecessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPAF/PARs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Decide on courses for CTE teaching Area of Emphasis in MS-ATE</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Add new Area of Emphasis in CTE teaching to MS in ATE to accommodate CTE/WVU-Tech students and allow tracking</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Establish procedures for handling admissions &amp; POS paperwork for fall</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Develop procedures for ATE Secretary in Huntington</td>
<td>Unnecessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Monitor Fall 2011 ATE enrollments and schedule offerings. Add sections as necessary, Watch for addition of courses to schedule</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2011</td>
<td>Check on status of undergrad ATE program – determine procedures needed to stop enrollment</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Improve service to WVU-Tech CTE students in MU ATE program</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Determine budget facts for ATE</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Task Description</td>
<td>Status</td>
<td>Code(s)</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Eliminate “Statewide” designation for some ATE courses – require use of MUOnline software for delivery</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Tighten admission standards to enforce what is in place – Curb number of “Provisional” admissions</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Use MAT or GRE score to make admission determinations if UGPA is insufficient</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Eliminate scheduling of arranged courses in ATE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Reduce elective hours in some ATE programs of study in order to establish clear objectives and outcomes for the programs</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Work with WVU-Tech faculty to develop course rotation that will result in reduced course offerings per term yet continue to meet student needs</td>
<td>In Progress 75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2012</td>
<td>The program will seek Provost permission to stop enrollment in ATE Interdisciplinary Studies AoE</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Find assistance for ATE faculty that wish to develop courses in MUOnline</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Do catalog copy changes to reduce ATE Ed.S. program from two to one program</td>
<td>In Progress 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Improve service to ATE students – Develop plan for phone coverage – Monitor operation to assure compliance with student service directive</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Improve Summer offerings to real courses – reduce significantly or eliminate arranged sections. Move to 12 week session</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Develop online Training and Development using existing AoE courses</td>
<td>In Planning - Stalled 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>The program will develop a set of 4 courses that will serve as the core for all MS degrees in ATE</td>
<td>Completed 1,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Master Syllabi will be developed for the 4 core courses. These will reflect the objectives to be covered in each course.</td>
<td>Completed 3,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>At the direction of the BOG to “examine programs for viability and reduce the number of areas of emphasis” the program will move to officially suspend enrollment in the Interdisciplinary and Occupational Leadership Areas of Emphasis. This will leave the program with three areas of emphasis; Training and Development, Adult Education, and Career and Technical Center Teaching</td>
<td>Completed 5</td>
<td>These changes have been passed by the MU Graduate Council</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>The program will develop a Portfolio-based program assessment using the objectives of the 4 core courses.</td>
<td>In progress 50% 1,4</td>
<td>The faculty have outlined a transition plan for moving to the portfolio and are meeting with current students to allow a change from a comp to the portfolio process if the student so desires</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Programs of study will be re-written to reflect the 4 core courses and fewer elective options.</td>
<td>In Progress 80% 2</td>
<td>These changes have been passed by the MU Graduate Council</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>The program will begin eliminating the thesis and comprehensive examinations as capstone assessments</td>
<td>In progress – waiting on approvals 95% 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>The program will begin to use assessment data to evaluate its programs. This planning for this process will occur at the annual 2014 October Program Assessment Retreat.</td>
<td>In planning 0% 1, 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B
ATE Core Courses - Programs of Study

MARSHALL UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT
ADULT AND TECHNICAL EDUCATION MASTER OF SCIENCE DEGREE – TRAINING AND DEVELOPMENT PLAN OF STUDY

ADMISSION REQUIREMENTS: In addition to Marshall University’s requirements for admission, the following criteria must be met for admission to the Leadership Studies program. Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate work.

STUDENT REQUIREMENTS: All students follow a program Plan of Study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Course credit transferred from an accredited institution(s) must be approved by the Program Director prior to completion of the Plan of Study. Failure by the student to return the signed Plan of Study within 30 days will automatically indicate acceptance of its terms. The Plan of Study must be completed for all admitted students within the first semester of enrollment. Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option to satisfy the degree requirements. Students must pass a written comprehensive assessment during the final semester of their coursework.

GRADUATION REQUIREMENTS: Students must apply for graduation by the published deadline in the semester they expect to graduate. All coursework included as part of a Plan of Study must not be more than seven years old at the time of graduation.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Availability</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 550*</td>
<td>Interpersonal Skills in the Workplace</td>
<td>3</td>
<td>Spring, Summer (Even)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 600*</td>
<td>Aspects of Training and Development</td>
<td>3</td>
<td>Fall, Summer (Odd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 603*</td>
<td>Intro to Adult Ed &amp; Adult Learners</td>
<td>3</td>
<td>Fall, Summer (Even)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 656*</td>
<td>Instructional Planning for Adult Populations</td>
<td>3</td>
<td>Spring, Summer (Odd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 609</td>
<td>Developing Training in Bus. And Indus.</td>
<td>3</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 628</td>
<td>Environmental and Personal Aspects</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 652</td>
<td>Field-Based Job Analysis and Curriculum Design</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 661</td>
<td>Practicum in Adult and Continuing Education</td>
<td>3</td>
<td>Spring/Fall/Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 671</td>
<td>Evaluation of Adult and Technical Education</td>
<td>3</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 677</td>
<td>Research Methodology and Design</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 685</td>
<td>Capstone</td>
<td>3</td>
<td>Spring/Fall/Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Degree Hours</strong></td>
<td></td>
<td><strong>33</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* ATE Core Required Courses
ADMISSION REQUIREMENTS: In addition to Marshall University’s requirements for admission, the following criteria must be met for admission to the Leadership Studies program. Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate work.

STUDENT REQUIREMENTS: All students follow a program Plan of Study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Course credit transferred from an accredited institution(s) must be approved by the Program Director prior to completion of the Plan of Study. Failure by the student to return the signed Plan of Study within 30 days will automatically indicate acceptance of its terms. The Plan of Study must be completed for all admitted students within the first semester of enrollment. Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option to satisfy the degree requirements. Students must pass a written comprehensive assessment during the final semester of their coursework.

GRADUATION REQUIREMENTS: Students must apply for graduation by the published deadline in the semester they expect to graduate. All coursework included as part of a Plan of Study must not be more than seven years old at the time of graduation.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Availability</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 550*</td>
<td>Interpersonal Skills in the Workplace</td>
<td>3</td>
<td>Spring, Summer (Even)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 600*</td>
<td>Aspects of Training &amp; Dev</td>
<td>3</td>
<td>Fall, Summer (Odd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 603*</td>
<td>Intro to Adult Ed &amp; Adult Learners</td>
<td>3</td>
<td>Fall, Summer (Even)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 656*</td>
<td>Instruct Planning for Adult Pops</td>
<td>3</td>
<td>Spring, Summer (Odd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 508</td>
<td>Teaching Methods in Career and Technical Education</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 511</td>
<td>Introduction to Career and Technical Education</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 524</td>
<td>Safety in Career and Technical Education</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 548</td>
<td>App of Basic Skills in Career and Tech Education</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 631/637</td>
<td>Computer Applications</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 650</td>
<td>Career Education Curriculum Development</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 673</td>
<td>Assessment in Adult/Technical Education</td>
<td>3</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td></td>
<td><strong>21</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Availability</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 685</td>
<td>Capstone Course</td>
<td>3</td>
<td>Spring/Fall/Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL DEGREE HOURS</strong></td>
<td></td>
<td><strong>36</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This program is restricted to persons enrolled in the West Virginia Career and Technical Education licensure program. Students must complete all required courses before registering for ATE 618. * = Required ATE Core Courses
MARSHALL UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT
ADULT AND TECHNICAL EDUCATION   MASTER OF SCIENCE DEGREE – ADULT EDUCATION PLAN OF STUDY

ADMISSION REQUIREMENTS: In addition to Marshall University’s requirements for admission, the following criteria must be met for admission to the Leadership Studies program. Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate work.

STUDENT REQUIREMENTS: All students follow a program Plan of Study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Course credit transferred from an accredited institution(s) must be approved by the Program Director prior to completion of the Plan of Study. Failure by the student to return the signed Plan of Study within 30 days will automatically indicate acceptance of its terms. The Plan of Study must be completed for all admitted students within the first semester of enrollment. Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option to satisfy the degree requirements. Students must pass a written comprehensive assessment during the final semester of their coursework.

GRADUATION REQUIREMENTS: Students must apply for graduation by the published deadline in the semester they expect to graduate. All coursework included as part of a Plan of Study must not be more than seven years old at the time of graduation.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Availability</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 550*</td>
<td>Interpersonal Skills in the Workpl</td>
<td>3</td>
<td>Spring, Summer (Even)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 600*</td>
<td>Aspects of Training &amp; Dev</td>
<td>3</td>
<td>Fall, Summer (Odd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 603*</td>
<td>Intro to Adult Ed &amp; Adult Learners</td>
<td>3</td>
<td>Fall, Summer (Even)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 656*</td>
<td>Instruct Planning for Adult Pops</td>
<td>3</td>
<td>Spring, Summer (Odd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 609</td>
<td>Developing Train Bus s &amp; Industry</td>
<td>3</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 618</td>
<td>Lit of Adult &amp; Cont. Ed.</td>
<td>3</td>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 628</td>
<td>Adult Instr: Enviior. &amp; Pers Asp.</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 661</td>
<td>Practicum in Adult &amp; Cont Ed</td>
<td>3</td>
<td>Spring/Fall/Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 671</td>
<td>Evaluation of Adult &amp; Tech Ed</td>
<td>3</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 677</td>
<td>Research Methodology &amp; Design</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE 685</td>
<td>Capstone Course</td>
<td>3</td>
<td>Spring/Fall/Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL DEGREE HOURS</strong></td>
<td></td>
<td><strong>33</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Core Courses  Capstone course must be taken in the last semester of the student’s program.
APPENDIX C
Master Syllabi for Core Courses
MASTER SYLLABUS  
ATE 603 – Introduction to Adult Education and Adult Learners

STANDARD: Students will develop an understanding of the field of Adult Education that includes a critical awareness of the contextual factors influencing the field. These factors include its history, organizational constraints, leaders, competing forces, contemporary issues, and role in a post-modern democratic society.

CATALOG DESCRIPTION: Designed to acquaint the student with the field of adult and continuing education, its foundations and development in this country and future trends.

TOPICS
   Adult learning in contemporary society
   Adult learning theory and models
   Newer approaches to adult learning
   Learning and development

OBJECTIVES
1. Generalize about the history of adult and higher education in the US.
2. Identify the different philosophical perspectives of adult education and the major researchers/writers related to each.
3. Evaluate the structures, goals, objectives, processes, and practices of various adult and continuing education programs.
4. Explore the relevant physiological, psychological, and sociological factors that affect adult learning.
5. Identify current research areas reported in the literature related to adult development and learning.
6. Discuss the major components and techniques that differentiate instructional methods appropriate for children and youth from those appropriate for adults as well as the major stages of adult development.
7. Articulate a personal philosophy of adult education and support lifelong learning.
8. Discuss the social context and globalization of adult learning.

BIBLIOGRAPHY


MASTER SYLLABUS

ATE 600 – Aspects of Training and Development

STANDARD- Students will comprehend the influences on Training and Development programs and their implications for practice.

CATALOG DESCRIPTION- Overview of the training and development profession and theories that support the profession; emphasis on the variety of solutions used by HRD professionals to help improve individual and organizational performance.

TOPICS:

1. Career planning and talent management
2. Managing the learning function
3. Managing organizational knowledge
4. Introduction to Employee
5. Training and Development
6. Strategic Planning & Training
7. Needs Assessments
8. Transfer of Training
9. Training Evaluation
10. Training Methods
11. E-learning and Use of
12. Technology in Training
13. Employee Development
14. Social Issues
15. Systems Theory

OBJECTIVES:

1. Analyze how personal characteristics, inputs, outputs, consequences and feedback influence human performance and learning.
2. Identify and explain the components of human resource development.
3. Compare the practices of traditional training methods in terms of their appropriateness for adult learning styles.
4. Evaluate how various training and development methods can support a changing and dynamic work environment.
5. Delineate the legal issues that relate to training and development.
6. Summarize how personal characteristics, inputs, outputs, consequences and feedback influence performance and learning.

7. Examine the roles of various stakeholders involved in the training process.

8. Explain the role of feedback and assessment in the continuous improvement of training and development programs.

9. Determine the influence of emerging technologies on training and development programs.

10. Assess the forces influencing the workplace and their influence on training and development needs.

11. Use the essential tenets of career planning to evaluate a program.

BIBLIOGRAPHY


CATALOG DESCRIPTION - Course is designed to provide opportunities to learn in preparation for career success with supervisors, co-workers, clients, and customers. Human relations skills are examined and related to business success.

TOPICS

- A framework for interpersonal skill development
- Understanding individual differences
- Building self-esteem and self-confidence
- Interpersonal communication
- Interpersonal skills for the digital world
- Developing teamwork skills
- Group problem-solving and decision-making
- Cross-cultural relations and diversity
- Resolving conflicts with others
- Becoming an effective leader
- Motivating others
- Helping others develop and grow
- Positive political skills
- Customer satisfaction skills
- Enhancing ethical behavior
- Stress management and personal productivity

OBJECTIVES:

1. Identify potential opportunities for developing and improving interpersonal skills and explain how interpersonal skills are learned.
2. Specify how personality, mental ability, emotional intelligence, and values differ.
3. Discuss methods and potential opportunities for developing self-confidence, self-esteem, and interpersonal skills.
4. Describe personality, mental ability, cultural, and sex differences in communication.
5. Identify nonverbal communication and analyze nonverbal communication skills.
6. Evaluate how interpersonal skills relate to digital interaction.
7. Demonstrate brainstorming and nominal group techniques in communication.
8. Identify the essential elements of effective teams including group and individual dynamics.
9. Explore cross-cultural skills, differences, and barriers as well as diversity in the workplace.
10. Identify styles of handling conflict, effective techniques for negotiating, and the difference between rational and political decision-making.
11. Examine key leadership traits and illustrate the attitudes and behaviors of an effective leader.
12. Discuss how positive reinforcement, use of recognition, expectancy theory, and being a nurturing positive person relates to the motivation of others.
13. Comprehend the techniques for self-motivation.
14. Determine how to deal with difficult people in the workplace.
15. Explain the three components of customer service and demonstrate dealing effectively with customer dissatisfaction.
16. Discuss ethical behavior for establishing interpersonal relations, identify job situations that often present ethical dilemmas, and describe a systematic method for making ethical decisions.
17. Explain the symptoms, consequences, personality, and job factors of stress.
18. Indicate work habits, skills, attitudes, and values that enhance or drain productivity.

BIBLIOGRAPHY


/master syllabus

ATE 656 - Instructional Planning for Adult Populations

STANDARD – Under Development

CATALOG DESCRIPTION

An examination and application of the process involved in the development, operation, and evaluation of adult programs in the community, business, and industry.

TOPICS

Models of Program Planning
Facets of Planning Context
Identifying Program Ideas
Developing Program Objectives
Scheduling and Staffing
Assessing Programs for Improvement
Preparing for Training of Learning
Evaluation Plan
Budget
Instructional Plan
Work Ethics

OBJECTIVES

1. Identify and utilize appropriate stakeholders to develop programs mission, goals and objectives.
2. Identify and respond to learners’ individual and group needs, interests and goals when developing instruction plans.
3. Demonstrate the ability to accommodate diverse learning styles, abilities, cultures and experiences when developing instructional material.
4. Utilize the individual’s background and experiences in developing learning experiences.
5. Articulate the need for program planning models when developing instructional programs.
6. Determine the context in which program ideas develop.
7. Design effective instructional plans for adult populations.
8. Devise transfer-of-learning plans that can be incorporated into the instructional plan.
10. Determine appropriate formatting, schedules and staff needs for a variety of adult educational programs.
11. Prepare budget and marketing plan for education program.
12. Predict future programming needs and communicate those needs to stakeholders.
13. Understand the importance of and apply procedures to conduct a community needs assessment.
14. Specify learning objectives to meet identified needs.
15. Select appropriate resources.
16. Design learning activities.
17. Develop skills for effectively conducting a workshop of training program.
18. Develop effective evaluation techniques.
19. Develop an understanding of distance education.
20. Identify effective methods for distance education and when to apply those methods.
21. Identify and develop appropriate management skills for distance education activities.
22. Develop a philosophical base for adult education programming.
23. Identify various approaches to program planning.

BIBLIOGRAPHY -


Thornton, G. & Mueller-Hanson, R., *Developing organizational simulations*, Lawrence Erlbaum Associates, 2004


APPENDIX D – Assessment Plan for ATE

MU Mission

MG ATE Mission

Area of Emphasis Objectives
(Learner Outcomes)

Master Syllabi

Program Assessments in Core Courses

Evaluation of Assessment
Data produces change
actions as appropriate

Course Assessment of Student

ATE Continuous Improvement Plan

Teaching Syllabi