College of Education
Signature Page

TYPE: Change Existing Program  LEVEL: Masters

NAME/TITLE OF SUBMISSION: Apply ADE 6385 Adult Learner to Process Core for Plan I and III MA in Career & Technical Ed
Faculty Contact: Bill Blank  Faculty Contact Telephone: 674-0314

COLLEGE OF EDUCATION APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean Approving:

Dr. Ann Cranston-Gingras  Department Chair  SIGNATURE:  DATE: 3/23/10
Dr. Valerie Janesick  Committee Chair  SIGNATURE:  DATE: 4/9/10
Dr. Bill Young  Faculty Council Chair  SIGNATURE:  DATE: 4/23/10
Harold Keller, Ph.D.  Associate Dean  SIGNATURE:  DATE: 4/23/10

CONSULTING DEPARTMENTS/UNITS
List other units and department of the University that have been consulted, comments and supporting remarks:

CONSULTING DEPARTMENT/UNIT
CHECK: □ APPROVED  □ DISAPPROVED*  □ COMMENTS ATTACHED

Name/Title:  SIGNATURE:  DATE: 3/19/10

CONSULTING DEPARTMENT/UNIT
CHECK: □ APPROVED  □ DISAPPROVED*  □ COMMENTS ATTACHED

Name/Title:  Signature:  Date:

COUNCIL/DEAN APPROVALS
Recommendation of Council:  Graduate Council  Undergraduate Council
Approved  Disapproved

Signature of Council Chair:  Date:

Action by the Dean of:  Graduate Studies  Undergraduate Studies
Approved  Disapproved

Signature of Dean:  Date:

Effective Date (Term):  

To: Dr. Bill Blank

From: H. A. Exum

Date: January 15, 2010

Re: Request for ADE 6385 to count as a foundations course for the MA in CTE

After consulting with the educational psychology faculty, I have determined that I will not be able to support your request to have ADE 6385 substitute for one of the psychological foundations courses ordinarily taken by the MA students in CTE.
## Graduate Curriculum Approval Form

### Changes to Degree Programs

**Degree (i.e. M.A., Ph.D., etc.):**
M.A.

**Name of Program (i.e. Biology):**
Career & Technical Education (CTE)

**Program CIP or X code:**
13.1320

**Name of Concentration (i.e. Botany):**
n/a

**Proposed Effective Term (i.e. Spring 2006):**
Fall 2010

**Faculty Contact:**
Bill Blank

**Email:**
wblank@usf.edu

**College:**
Education

**Dept and Mail Code:**
Adult, Career & Higher Education, EDU150

### APPROVALS

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Dept. Chair</td>
<td>Dr. Ann Cranston-Gingras</td>
<td>Approve</td>
<td>Comments attached</td>
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<td>Dr. Valerie Janesick</td>
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<tr>
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<td>Dr. Harold Keller</td>
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<td>Comments attached</td>
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<tr>
<td>Concurrence*</td>
<td>Dept. Ed Foundations Chair: Dr. Herbert Exum</td>
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<td>Comments</td>
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<td>Graduate School</td>
<td>GS Dean or designee</td>
<td>Approve</td>
<td>Disapprove</td>
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### BRIEF Summary of Changes: Count ADE 6385 The Adult Learner in Process Core for Plan I and III MA in CTE

**Changes to a Degree Program**

Follow the guidelines outlined by the Graduate Council at: [http://www.grad.usf.edu/curriculum.asp](http://www.grad.usf.edu/curriculum.asp).

1. List the CURRENT requirements as presented in the Graduate Catalog and then using track changes, illustrate what the NEW requirements will be:

   **CURRENT:**
   - Plan I: Psychological or Social Foundations course – 3 hrs. min. from the college’s approved course listing.
   - Plan III: Psychological or Social Foundations courses – 6 hrs. min. from the college’s approved course listing.
   - (Selection may also include MHS 6340 Career Development)

   **NEW:**
   - Plan I: Psychological or Social Foundations course – 3 hrs. min. from the college’s approved course listing or ADE 6385.
   - Plan III: Psychological or Social Foundations courses – 6 hrs. min. from the college’s approved course listing or ADE 6385.
   - (Selection may also include MHS 6340 Career Development)

2. What are these changes necessary or desired?

Most students served by the Career & Technical Education MA program deal with adult learners in community colleges and technical institutes so the option of taking a process core course focusing on principles of adult learning is desirable.

Submit the signed original and 1 electronic copy of the complete packet to the Graduate School by the deadline posted online [http://www.grad.usf.edu/coursepro.asp](http://www.grad.usf.edu/coursepro.asp). For questions, contact Carol Hines-Cobb at chinescobb@grad.usf.edu or 813-974-4239.

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*Concurrence - Consultation with units and departments providing related offerings or expertise is expected and encouraged.*
CAREER AND TECHNICAL EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
Fall: February 15
Fall admission only

Minimum Total Hours: 30
Program Level: Masters
CIP Code: 13.1320
Dept Code: LEA
Program (Major/College): ACT ED

CONTACT INFORMATION

College: Education
Department: Adult, Career & Higher Education
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent. Must meet University requirements (see Graduate Admissions), College of Education minimum requirements, as well as requirements listed below.

Faculty in the CTE program use a process for consideration of admission that encompasses the following items:

- Experience in the field of Career & Technical Education (or closely related field);
- Certification in a CTE program area or closely related area (a statement of current certification status in letter of application is sufficient documentation). Certification is not required for admission to Plan III;
- A grade point average in upper division undergraduate coursework from a regionally accredited university (or international equivalent) of 3.0 on a 4.0 scale;
- In exceptional cases, a student with an upper-level undergraduate GPA of 2.50-2.99 may be considered for admission (based on age of the degree, discipline, institution and other considerations). In each of those cases, the student must earn a 3.5 GPA in the first two courses in the program to be permitted to continue:
- A letter of application containing a statement of professional goals
- A current resume or vita.

DEGREE PROGRAM REQUIREMENTS
(Plan I, 30 hours minimum; Plan III, 30 hours minimum)

College Requirements/Process Core:

Plan I: Psychological or Social Foundations course – 3 hrs. min. from the college’s approved course listing

Plan III: Psychological or Social Foundations courses – 6 hrs. min. from the college’s approved course listing. (Selection may also include MHS 6340 Career Development)
Adult, Career and Higher Education Department

TO: Graduate Programs Committee, College of Education

FROM: Bill Blank, EDU105, 974-0314, wblank@usf.edu

DATE: March 12, 2010

RE: Request for ADE 6385 to Apply Toward Process Core For MA In CTE

As you know we made an earlier request to the Graduate Policy Committee for ADE 6385 The Adult Learner to apply toward the current requirement for one psychological or social foundations course for the Plan I MA program in Career & Technical Education (CTE) and as one of two required foundations courses for the CTE Plan III program. This request was considered by the GPC at their Feb. 12th and March 5th, 2010 meetings.

At the March 5th meeting, the committee requested that we amend our request such that ADE 6385 The Adult Learner apply toward the Process Core for the Plan I and Plan III MA program in Career & Technical Education rather than as a foundations course. Attached is the signature page for this request, the current program of studies templates that Dr. Briscoe's office uses to review planned programs submitted for the CTE MA program and the new templates reflecting the proposed change. Also attached is page 367 from in the 2009-10 Graduate Catalog indicating the current requirements for the program.

Our thanks to the GPC committee for their time and efforts reviewing the original and revised proposals.

Cc: Dr. Victor Hernandez
    Dr. Ann Cranston-Gringras
ADE 6385
THE ADULT LEARNER

Course Syllabus

Course Description: The course investigates the physiological and psychological changes in the adult life span and the implications these have for adult learning capabilities. The course focuses on the identification of principles of adult learning, differences between adults and youths as learners, and a review of research on adult learning.

General Objectives: Upon completion of this course, students should be able to:

1. Analyze current trends in research and current developments relating to adult learning and adults' capabilities for learning.

2. Explain the stages and characteristics of the adult life cycle and evaluate recent related research.

3. Analyze physical/psychological/social factors likely to have an effect on adult learning.

4. Critique the effect on adult learning of such non-cognitive factors as values, attitudes, interests, self-concept, and the environment.

5. Synthesizing the above information, develop a learning activity for adults using the principles of adult learning.

Texts:


Assignments:

1. Complete two Learning Project Interviews (10 points each). Forms to be provided. Persons interviewed cannot include: yourself, fellow class members, or students previously enrolled in ADE 6385. Due midway through the course.

2. Reaction Questions over course material (20 points). Distributed towards middle of course. Essay-type responses to provided questions. Due at end of semester.

3. Designed Learning Activity (15 points). Group project. Work with other class members in the development and presentation of a learning activity, including background information for the task, development of an annotated bibliography,
creative presentation of information to class, and utilization of techniques oriented to the adult learner, particularly in an active learning pattern.

This is to be a cooperative group project. I expect you to work together as a group—not to present separate reports by each individual. Turn in a written group report with copies of your goals, objectives, all written handouts, etc.

Due towards last part of course.

4. Create a "Hollywood Squares" activity (10 points). Activity and directions to be presented in class later in semester.

5. Shared Items (10 points). Share three things you learned in this class with three other people. These should not be things that just "happened" to come up, they should be things you deliberately chose to share with others. You cannot use someone else in class as your "other" people.

Turn in to me briefly:
   a. Who you shared it with—name and title
   b. What you shared
   c. Why you chose to share it
   d. What the person’s reaction was.

For example:
   3. Why? I felt that Joe could utilize the information in both his professional and personal life.
   4. Reaction? He wanted to know more about life cycles.

6. (A) Course Project/Paper (25 points).

Due last class meeting.
Paper on some aspect of one of the topics covered during this course and the implications for you in your area of interest in adult education. (You need to utilize different information than what is discussed in class; however, you can use reference materials passed out in class.) Example: The concept of transfer of learning and the implications for designing learning activities.

OR

Presentation of course material to colleagues in a "training session" or some direct application of course material to your job.

6. (B) Smaller Course Project/Paper (15 points). Similar to 6(A) above, but shorter or smaller.

NOTE: I would like this to be a practical assignment. Try to make it something you might use in the future, or something in which you are really interested. Also, it must be an assignment conducted especially and originally for this class. Watch extensive use of quotes without giving credit to sources. Also, there must be an obvious, direct relation to course material. If in doubt, check with me.
7. NOTE: If you miss more than one-fourth of the class sessions, you will need to turn in answers to provided study questions. This provides an opportunity for mastering the material if time scheduling conflicts arise. If you miss one-fourth of the sessions, regardless of the reason, the questions are required. If you do not miss more than one-fourth of the class, you may turn in the study questions (or parts of the questions) for extra credit.

**Evaluation and Grading:**

Grading is no fun for me and most students get uptight about it also. Listed below are the requirements for a grade of "A" or "B". Since most assignments are not due until the end of the course, there is often little chance for feedback before grades are released; therefore, I am using a procedure that seems fair to you and to me. I will provide you with a grading contract which must be turned in at the time you turn in your assignments—otherwise you will have no chance of appeal. It must be completely filled out and you must specify the grade for which you are working.

For a grade of "B": 80 - 89%--

Satisfactory completion of the following assignments:

1. Two Learning Project Interviews
2. Reaction Questions
3. Designed Learning Activity
4. Hollywood Squares
5. Shared Items
6B. Small Course Project/Paper (4-5 page paper)
7. Study questions if appropriate.

Failure to complete any of the assignments for a grade of "B" will result in a lower grade. Quality must still be present. Evidence of plagiarism will result in failing the course.

For a grade of "A": 90 - 100%--

Satisfactory completion of all assignments #1-5 listed for a grade of "B" plus

1. Course Project/Paper--#6A (similar to #6B above, except more work involved--minimum of 10 pages).
2. Fifteen out of 20 possible points on the Reaction Questions.
3. Assignments must all be of appropriate quality. Poor quality on any one assignment could result in a lower grade.
4. Study questions if appropriate.

Grades lower than "B" will utilize the following percentages:

C = 70 - 79%,
D = 60 - 69%,
F = 0 - 59%.

Each student is expected to participate in class activities and discussions. I prefer papers to be mechanically and grammatically correct. Also creativity, innovativeness, evidence of thinking, and internalization tend to impress me the most.
A Request: Please, please do not use the clear plastic folders with the separate binder strip. They do not stay together and I lose the strips, so you might as well save your money! I would prefer that you staple the pages for each assignment together, unless you put it in a notebook with punched holes. Also, put your name on every assignment even if it is in a folder or notebook. Remember to always number your pages.

The College of Education CARES Statement: “The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice. These are key tenets in the conceptual framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate visita info materials.html

USF ADA Statement: “Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany the request.”

USF Policy on Religious Observances: “Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.”

Permission to sell notes or tapes of class lectures is not granted; however, students may share notes with other classmates to enhance the learning experience.

Each student is expected to earn her or his own grade on the basis of personal effort. Evidence of plagiarism will result in failing the course. University policy on academic honesty and the definitions of plagiarism and cheating are explained in detail in the USF Graduate School handbook.

Classroom Courtesy:
When in class, please turn off all mobile phone "ringers" and audio beepers. (It is okay to have them on silent ring or vibrate.) Interactive conversation is very much welcomed during classroom sessions. To stimulate productive interaction, please be courteous when someone has the floor during the class session. Any student using profanity or otherwise disrupting the learning environment will be asked to leave the classroom (this includes “surfing the Internet” during class sessions).

TENTATIVE OUTLINE AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>TOPIC ASSIGNMENTS</th>
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<tr>
<td><strong>I. Introduction</strong></td>
<td>Merriam, Caffarella, &amp; Baumgartner</td>
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<td><strong>A. Definitions</strong></td>
<td>Preface, Part One (pp. 1-4)</td>
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<td><strong>B. Types of Agencies</strong></td>
<td>Chap. 1 (pp. 5-26)</td>
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<td><strong>C. Andragogy/Pedagogy</strong></td>
<td>Chap. 2 (pp. 27-52)</td>
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<td>1. Comparison of Assumptions</td>
<td>Chap. 4 (pp. 83-104)</td>
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<td>2. Comparison of Process Elements</td>
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II. Physical Conditions and Health
   A. Physical/Sensory Changes during Adulthood
   B. Stress

III. Sociological Factors
   A. Life Cycle Research
   B. Adult Social Roles

IV. Personality, or Affective, Factors Effecting the Learning of Adults
   A. Interests
   B. Values
   C. Attitudes
   D. Self-Concept
   E. Motivation

V. Cognitive/Situational Factors
   A. Ability to Learn--Research Studies
   B. Theories of Learning
   C. Transformational Learning
   D. Participation Patterns of Adults
   E. Allen Tough's Learning Project Research
   F. Self-Directed Learning
   G. Learning Styles

H. Environmental Setting for Adults
I. Impact of Cultural Differences on Adult Learners

VI. Designing Learning Activities

TOPIC/ASSIGNMENTS

I. Introduction
   A. Definitions
   B. Types of Agencies
   C. Andragogy/Pedagogy
      1. Comparison of Assumptions
      2. Comparison of Process Elements

II. Physical Conditions and Health

READING

Merriam & Caffarella
Preface, Part One,
Chap. 1 (pp. 5-23)
Chap. 2 (pp. 24-32)
Chap. 12(pp. 271-287)
Part Two (pp. 89-92)
A. Physical/Sensory Changes during Adulthood
B. Stress

III. Sociological Factors
A. Life Cycle Research
B. Adult Social Roles

IV. Personality, or Affective, Factors Effecting the Learning of Adults
A. Interests
B. Values
C. Attitudes
D. Self-Concept
E. Motivation

V. Cognitive/Situational Factors
A. Ability to Learn--Research Studies
B. Adult Development
C. Theories of Learning
D. Principles of Learning Related to Adult Education
E. Participation Patterns of Adults
F. Allen Tough's Learning Project Research
G. Self-Directed Learning
H. Environmental Setting for Adults
I. Impact of Cultural Differences on Adult Learners

VI. Designing Learning Activities
University of South Florida
Adult, Career & Higher Education Department (ACHE)
Masters Degree in Career and Technical Education (CTE)
M.A. Planned Program—Plan I (program code ACT)—Rev. 2-08

Name: Plan I Template
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State: Zip:
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Transfer Courses – Approval Required – 8 semester hours or 3 courses maximum

1.
2.
3.

Total Program Hours: **36**

* Program total may be shortened up to 6 SH (30 SH total) for extensive experience and/or achieving National Board Certification.

Student ___________________________________________ Date ____________
Advisor, CTE MA Program ______________________________ Date ____________

Department Chairperson, Date ____________
Adult, Career & Higher Education Dept.

Coordinator of Graduate Advising, Date ____________
College of Education
University of South Florida
Adult, Career & Higher Education Department (ACHE)
Masters Degree in Career and Technical Education (CTE)
M.A. Planned Program– Plan I (program code ACT)—Rev. 2-08

Name: Plan I Template
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State: Zip:  
Email #1: Email #2:  
Work Phone: (   )  
Home Phone: (   )  
Cell Phone: (   )  
Admitted: Fall

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At least 18 SH in specialization (As listed on planned program): 18

*Additional courses and/or transfer courses to total 36 SH

Transfer Courses – Approval Required – 8 semester hours or 3 courses maximum

1.
2.
3.

Total Program Hours: _*36_

* Program total may be shortened up to 6 SH (30 SH total) for extensive experience and/or achieving National Board Certification.

Student ___________________ Date ___________________
Advisor, CTE MA Program ___________________ Date ___________________
Department Chairperson, Adult, Career & Higher Education Dept. ___________________ Date ___________________
Coordinator of Graduate Advising, College of Education ___________________ Date ___________________
University of South Florida
Adult, Career & Higher Education Department (ACHE)
Masters Degree in Career and Technical Education (CTE)
M.A. Planned Program—Plan III (program code ACT)—Rev. 2-08

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Transfer Courses – Approval Required – 8 semester hours or 3 courses maximum
1.
2.
3.

Total Program Hours: __36__

* Program total may be shortened up to 6 SH (30 SH total) for extensive experience and/or achieving National Board Certification.

Student ____________________ Date ____________________
Advisor, CTE MA Program ____________________ Date ____________________

Department Chairperson, Adult, Career & Higher Education Dept. ____________________ Date ____________________

Coordinator of Graduate Advising, College of Education ____________________ Date ____________________
University of South Florida
Adult, Career & Higher Education Department (ACHE)
Masters Degree in Career and Technical Education (CTE)
M.A. Planned Program—Plan III (program code ACT)—Rev. 3-10

Name: Plan III Template
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2nd Masters level Psychological/Sociological Found. Course (may include MHS 6340 Career Dev): 3
At least 18 SH in specialization (As listed on planned program): 18

*Additional courses and/or transfer courses to total 36 SH 9

Transfer Courses – Approval Required – 8 semester hours or 3 courses maximum
1.
2.
3.

Total Program Hours: 36

* Program total may be shortened up to 6 SH (30 SH total) for extensive experience and/or achieving National Board Certification.

Student ___________________________ Date ___________________________
Advisor, CTE MA Program ___________________________ Date ___________________________
Department Chairperson, Adult, Career & Higher Education Dept. ___________________________ Date ___________________________
Coordinator of Graduate Advising, College of Education ___________________________ Date ___________________________