**Proposal to Change the Graduate Degree Program**
**from Career, Technical and Leadership Education**
**to Community and Leadership Development**
**in the College of Agriculture**

**March 2013**

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5. **Change Masters Degree Program Form**

**New Courses and Syllabi:**
- CLD 620 Graduate Study in CLD
- CLD 686 Research Design
- CLD 684 Statistical Analysis in CLD
- CLD 630 Individual and Group Dynamics
- CLD 610 Experiential Education: Process and Practice
- CLD 670 Community Engagement
- CLD 671 Advanced Methods of Teaching
- CLD 660 Advanced Leadership Theory and Practice
- CLD 758 Creative Component

**Course Modifications:**
- AED 679 Adult Education in CTE
- AED 684 Current Trends in CTE
- AED 693 Supervision in CTE
- AED 694 The Administration of Voc. Ag.
- AED 710 College Teaching of Agriculture, Natural Resources and Human Sciences
- CLD 675 Community Development and Leadership Communication

**Dropped Courses:**
- CLD/AED 682 Research Methods
- AED 748 Master's Thesis Research
- AED 768 Residence Credit for the Master's Degree
- CLD 750 Practicum in CLD
- AED 535 Principles and Philosophy of CTE
- AED 670 Advanced Methods in Teaching CTE
- AED 779 Seminar in CTE
- AED 789 Independent Work in CTE
- AED 799 Research in CTE

Date: March 1, 2013

To: Larry Grabau, Associate Dean for Academic Programs – College of Agriculture

From: Rosalind Harris, Director of Graduate Studies
Gary L. Hansen, Chair – Dept. of Community and Leadership Development

Re: Revision of Career, Technical and Leadership Education Graduate Program

We have attached the paperwork for a set of revisions to the Masters of Science degree in Career, Technical and Leadership Education. The proposed changes include the following:

1. Drop the two current formal options in Career and Technical Education (CTE) and Community and Leadership Development (CLD).
2. Change the name of the program from Career, Technical and Leadership Education to Community and Leadership Development.
3. Create a new set of "core" requirements for the renamed and unified program.
4. Create, modify, and drop courses.
5. Identify Enrichment Areas for building professional expertise

## Background

The Department of Community and Leadership Development was established in 2002. Faculty members in the Department come from backgrounds in: Rural Sociology, Community Development, Community Communications, Leadership Development and Agricultural Education. Teaching, research and engagement within the department reflect commitments to the creative integration of these disciplines. The current proposed changes to the graduate program, which were approved by the Department on November 16, 2012 reaffirm and sustain a commitment to this goal. Similar to the restructuring of the undergraduate curriculum and that program's name change to Community and Leadership Development in 2010, the changes in the graduate curriculum will further insure that our students are provided with the knowledge, skills and experiences to work from a strong

interdisciplinary base to address the needs and concerns of communities of place, of interest (e.g., non-profit organizations) and of practice (e.g., schools and advocacy organizations) as well-prepared leaders.

The restructuring process involved extensive work compiling input from faculty members and graduate students. In order to pursue the goal of mapping an integrative/interdisciplinary Graduate Program the CLD Graduate Committee carried out strategic processing meetings. Questions, frameworks, points of departure from these meetings were used to guide visioning meetings involving the full faculty. Students participated in both Graduate Committee meetings and full faculty visioning meetings and provided valuable input.
In addition one-on-one student interviews were carried out. All of the information that was compiled was processed and used by the Graduate Committee in developing proposals, for the program restructuring, that were presented and voted on by the full faculty.

Overall the responses of faculty members and students to the Graduate Committee's inquiries reflected a concern with acknowledging the blurring of disciplinary boundaries that were already obvious, especially to students. Many CLD students are non-traditional students, already connected to communities they are committed to serving, and a number of them called themselves hybrids when asked if they were working within the CTE core or CLD core. They were in fact drawing on both for the knowledge contexts and skills they felt they needed to work effectively within their respective communities.

Increasingly faculty members have found themselves working together on instructional, engagement and research projects. They have found that achieving project goals means taking the time to begin to understand each other's disciplinary languages and landscapes. And along with the tensions and strains they are also finding common ground and agreement – the processes all-told, tensions and agreements in equal measure, are in service to understanding and wholeness.

The movement toward integration/interdisciplinarity within the academy is a journey more than a project. Work on the proposal under consideration alone has been a sojourn with its challenges and epiphanies. But the work of dismantling epistemological barriers and as a result shaping paradigm-shifting leaders seems well worth the investment. These are leaders who are prepared to meet each person, each situation – as is – without a pre-conceived agenda for fixing people or situations. This is because they have the experience through the CLD Program of participating in an ongoing, engaging conversation among the disciplines through classroom experiences, service-learning processing and research. Through these experiences they gain the skills that guide their sensibilities with respect to community context and their choice of concepts and tools in work towards problem-solving and community building. While this new program will prepare students to identify the historical and philosophical roots of respective disciplines, through the interdisciplinary gaze they cultivate, they will experience the seamless ways in which these knowledge frameworks can be brought to bear to help guide understanding on the ground in the communities they live in and work in.

## Drop Formal Options

CLD has made a number of strides in creating a unified department with integrated programs since its creation in 2002. In an effort to continue these efforts at the graduate level, we are proposing to drop the two current formal options in Career and Technical Education and Community and Leadership Development. As currently structured, each option appears to function as a semi-autonomous program with the only common requirements being a single four-hour research methods course and completing either a thesis or a creative component non-thesis. As noted above, our faculty and, most important, students see the benefit of and desire for an integrated program.

## Change in Program Name

As indicated earlier, the program name will be changed from Masters in Career, Technical and Leadership Education to Masters in Community and Leadership Development. This change reflects our commitment to an integrated, interdisciplinary program and brings the name in line with our CLD undergraduate degree as well as the Department itself.

## New Core Requirements

In moving away from a program with two formal options and limited common requirements, the current proposal creates a new, expanded set of core requirements as outlined below:

- Graduate Study in Community & Leadership Development (CLD 620)     1 hr.
- Research Design (CLD 686)     3 hrs.
- Statistical Analysis in (CLD 684) **or**
  Qualitative Research Methods Course **(TBD by Advisory Committee)**     3 hrs.
- Individual and Group Dynamics (CLD 630)     3 hrs.
- Experiential Education: Process & Practice (CLD 610) **or**
  Community Engagement (CLD 670)     3 hrs.
- **One** of the following: **(Also listed under their respective enrichment areas)**
    - Advanced Methods of Teaching (CLD 671)
    - Advanced Community Development Theory and Practice (CLD 685)
    - Theoretical Foundations of Communication and Community (CLD 675)
    - Advanced Leadership Theory and Practice (CLD 660)     3 hrs.
- Thesis (CLD 768) **or**
  Creative Component (CLD 758)     3 crs.

| | |
|---|---|
| **Total core hours** | **19 crs.** |

Moving through the list of the proposed CLD Core will provide a rationale for the structure of the curriculum. Course **CLD 620** – Graduate Study in CLD is structured as a seminar course that will take place over the first half of the semester (1 cr.). This course will be the grounding course introducing students to the various disciplines in the department through readings combined with guest presentations focused on the teaching, engagement and research they are currently involved in. Most importantly the course is structured so that the various disciplines are in conversation with each other throughout the course, helping the students to imagine and re-imagine interdisciplinary frameworks that they may choose to work with. In this respect CLD will be appreciated as a field of study in its own right.

The Research Design seminar – **CLD 686** focuses on supporting students in thinking about the components of a research inquiry and the best ways to connect and work with these components as they develop whole frameworks (methodologies) with the research question(s), hypotheses at the core. Interdisciplinarity will be a core organizing principle as students form collaborative learning communities across backgrounds, interests and disciplines and craft their individual research projects. Following work in CLD 686 and depending on their research interests students have the option of enrolling in **CLD 684** – Statistical Analysis or a qualitative methods course offered in Sociology, Anthropology or Education, Policy and Evaluation Studies. Of course students are welcome to pursue both options in consultation with their Advisory Committees.

Individual and Groups Dynamics – **CLD 630** introduces students to the building blocks leading to effective leadership – self –knowledge and the knowledge of group dynamics. Experiential Education: Process and Practice - **CLD 610** and Community Engagement - **CLD 670** offer students options for service-learning/engagement experiences depending on the specific skill set they are interested in developing. In each case the emphasis in service learning is on learning. Again through the collaborative learning communities formed within the seminars, students will focus on processing their "in field" experiences with other seminar participants and on learning/processing through the rich literatures about experiential education and community engagement in honing their skills to become more effective leaders in their communities. Both fields are by definition interdisciplinary and will help to round out and reinforce interdisciplinary knowledge application through experiences in community settings.

Students are given the opportunity to begin to build strength in an enrichment area of their choice. Although these areas reflect the distinct disciplines (i.e., Advanced Methods of Teaching – **CLD 671**; Advanced Community Development Theory and Practice - **CLD 685**; Theoretical Foundations of Communication and Community - **CLD 675**; Advanced Leadership Theory and Practice - **CLD 660** within CLD they are all influenced by interdisciplinary knowledge contexts and experiences.

Many of the students in CLD are non-traditional students coming to the program from communities of practice and of interest. These students are focused on applying what they have learned in the program
in creative ways to work-related challenges they already face. The Creative Component - a practitioner-based scholarly project – **CLD 758** offers a non-thesis option for achieving this goal. Work on a Creative Component project requires that students employ the research skills that they have acquired within the program and that they defend their projects in closed sessions in front of

their advisory committee members. As such the demands of the Creative Component are as rigorous as those for the more traditional Thesis option – **CLD 678.**

### Create, Modify, and Drop Courses

Implementing the proposed changes outlined above will require creating some new courses and both modifying and dropping some existing ones.  The attached proposals involve the following:

New Courses:
- CLD 620 Graduate Study in CLD
- CLD 686 Research Design
- CLD 684 Statistical Analysis in CLD
- CLD 630 Individual and Group Dynamics
- CLD 610 Experiential Education: Process and Practice
- CLD 670 Community Engagement
- CLD 671 Advanced Methods of Teaching
- CLD 660 Advanced Leadership Theory and Practice
- CLD 758 Creative Component

Course Modifications:
- AED 679 Adult Education  in CTE
- AED 684 Current Trends in CTE
- AED 693 Supervision in CTE
- AED 694 The Administration of Voc. Ag.
- AED 710 College Teaching of Agriculture, Natural Resources and Human Sciences

Dropped Courses:
- CLD/AED 682 Research Methods
- CLD 750 Practicum in CLD
- AED 535 Principles and Philosophy of CTE
- AED 670 Advanced Methods of Teaching CTE
- AED 748 Master's Thesis Research
- AED 768 Residence Credit for the Master's Degree
- AED 779 Seminar in CTE
- AED 789 Independent Work in CTE
- AED 799 Research in CTE

There is a specific rationale for various sets of course modifications. In line with the name change all of the courses with the AED prefix except for the courses (AED 580; AED 583; AED 586; AED 592; AED 671) required for initial certification from the Kentucky Education Standards Board for Agricultural Education Teachers will be changed to the CLD prefix. Some of the related AED courses converting to the CLD prefix have minor name changes as well. These courses (Teaching Enrichment Courses) are listed below.

| | |
|---|---|
| AED 679 ADULT EDUCATION IN CTLE (3)→ | CLD 672 Adult Education in CLD (3) |
| AED 684 CURRENT TRENDS IN CTLE (3)→ | CLD 673 Current Trends in AG. ED. (3) |
| AED 693 SUPERVISION IN CTLE (3)→ | CLD 676 Supervision in AG. ED. (3) |
| AED 694 THE ADMINISTRATION OF CTLE (3)→ EDL 694 | CLD 694 The Administration of CTLE (3)– |
| AED 710 COLLEGE TEACHING OF AGRICULTURE ... (3)→ (3) | CLD 678 College Teaching of Ag, Nat. Res ... |

(It is important to note that the current program revision will not affect students' opportunities to either receive teacher certification or move up in rank. Certified Rank 1 teachers with an undergraduate degree who enter and complete the MS program will be eligible to apply for Rank 2 certification, which requires a Master's degree, under the "teacher as leader" category. Students who enter the program without certification can complete the Masters with Initial Certification (MIC) program. In that case, they will both complete the MS in Community and Leadership Development and a series of additional courses which include the Agricultural Education courses required for initial certification.)

In addition, some courses have been re-numbered to provide a modest framework for sequencing: Methods: 686, 684...; Leadership: 620, 630 ...; Teaching related - including the enrichment courses above: 671, 672, 673 ...

## Compilation of Enrichment Options

The Enrichment Areas have been developed to provide a framework for students to identify an area of concentration within the Graduate Program and to shape work in this area, in a systematic way, in consultation with their Advisory Committees. While specific areas have been identified that are related to disciplines within the CLD Program, in consultation with Advisory Committees, students will have the option of choosing courses across the UK graduate curriculum that round-out and strengthen their programs overall.

Enrichment areas include:

- Non-Formal and Formal Education
- Community Development
- Community Communication
- Leadership Development
- Rural Studies
- Agricultural Content

Please contact us if we can provide additional information.

## SUMMARY OF CTLE TO CLD CURRICULUM CHANGES

| Course | Current Name | New | Minor Change | Dropped | *FCS | Currently Offered | New Prefix/# | New Name |
|---|---|---|---|---|---|---|---|---|
| CLD 610 | | ✓ | | | | | CLD 610 | Experiential Education: Process and Practice |
| CLD 620 | | ✓ | | | | | CLD 620 | Graduate Study in CLD |
| CLD 686 | | ✓ | | | | | CLD 686 | Research Design |
| CLD 684 | | ✓ | | | | | CLD 684 | Statistical Analysis in CLD |
| CLD 630 | | ✓ | | | | | CLD 630 | Individual and Group Dynamics |
| CLD 670 | | ✓ | | | | | CLD 670 | Community Engagement |
| CLD 671 | | ✓ | | | | | CLD 671 | Advanced Methods of Teaching |
| CLD 660 | | ✓ | | | | | CLD 660 | Advanced Leadership Theory and Practice |
| CLD 758 | | ✓ | | | | | CLD 758 | Creative Component |
| AED 679 | Adult Education in CTLE | | ✓ | | Cross-list deleted | | CLD 672 | Adult Education in CLD |
| AED 684 | Current Trends in CTLE | | ✓ | | Cross-list deleted | | CLD 673 | Current Trends in AG. ED. |
| AED 693 | Supervision in CTLE | | ✓ | | Cross-list deleted | | CLD 676 | Supervision in AG. ED. |
| AED 694 | The Administration of CTLE | | ✓ | | Cross-list deleted | | CLD 694 | The Administration of CTLE - ELD 694 |
| AED 710 | College Teaching of Agriculture, Natural Resources and Human Sciences | | ✓ | | Cross-list deleted | | CLD 678 | College Teaching of Agriculture, Natural Resources and Human Sciences |
| CLD 675 | Community Development and Leadership Communication | | ✓ | | | | CLD 675 | Theoretical Foundations of Communication & Community |
| AED 535 | Principles and Philosophy of CTE | | | ✓ | FCS 535 Kept | | | |
| AED 670 | Advanced Methods of Teaching CTE | | | ✓ | FCS 670 Kept | | | |
| CLD/AED 682 | Research Methods | | | ✓ | | | | |
| AED 748 | Master's Thesis Research | | | ✓ | | | | |
| AED 768 | Residence Credit for the Master's Degree | | | ✓ | | | | |
| CLD 750 | Practicum in CLD | | | ✓ | | | | |
| AED 779 | Seminar in CTE | | | ✓ | | | | |
| AED 789 | Independent Work in CTE | | | ✓ | | | | |
| AED 799 | Research in CTE | | | ✓ | | | | |
| CLD 685 | Community Development Theory and Practice | | | | | ✓ | | |
| CLD 678 | Residence Credit for the Master's Degree | | | | | ✓ | | |

*Family and Consumer Sciences

| | |
|---|---|
| **From:** | Harris, Rosalind |
| **Sent:** | Tuesday, February 19, 2013 3:00 PM |
| **To:** | Hansen, Gary L |
| **Subject:** | FW: Changes in CTLE Master's Program |

From: Blackwell, Jeannine
Sent: Friday, February 15, 2013 9:24 AM
To: Harris, Rosalind
Subject: RE: Changes in CTLE Master's Program

Thank you Rosalind, and thank you for the follow up phone call. This is an acknowledgement that I'm aware of the proposed program change. I'm happy to assist by giving a quick read of the proposal, if you would like.

You CIP Code is 13.1399.03

Regards, Jeannine

Jeannine Blackwell
Dean of the Graduate School
University of Kentucky
102 Gillis Building
Lexington, KY 40506-0033
blackwell@uky.edu

-----Original Message-----
From: Harris, Rosalind
Sent: Friday, February 15, 2013 8:22 AM
To: Blackwell, Jeannine
Cc: Grabau, Larry; Hansen, Gary L; Nikou, Roshan
Subject: Changes in CTLE Master's Program

Dear Jeanine:

I hope all is well. The CTLE Graduate Committee has been working on changes to our graduate program that will result in an integrated/interdisciplinary program that will prepare our students to work from a strong interdisciplinary base to address needs in the array of communities they will be working in. We are in the process of preparing our packet for review by the various committees that must approve the restructured curriculum and would appreciate your formal acknowledgement of our intention as we proceed (as soon as possible).

Thank you.

All best.
Rosalind Harris

# CHANGE MASTERS DEGREE PROGRAM FORM

## 1. GENERAL INFORMATION

| College: | Agriculture | Department: | Community & Leadership Development |
|---|---|---|---|

| Current Major Name: | Career, Technical and Leadership Education | *Proposed Major Name:* | *Community & Leadership Development* |
|---|---|---|---|

| Current Degree Title: | M.S. Career, Technical and Leadership Education | *Proposed Degree Title:* | *M.S. Community & Leadership Development* |
|---|---|---|---|

| Formal Option(s): | Career and Technical Education and Community & Leadership Development | *Proposed Formal Option(s):* | *Community & Leadership Development* |
|---|---|---|---|

| Specialty Fields w/in Formal Option: | | *Proposed Specialty Fields w/in Formal Options:* | *ENRICHMENT AREAS:*<br>*General Professional*<br><br>*Non-formal and Formal Education*<br><br>*Community Development*<br><br>*Community Communications*<br><br>*Leadership Development*<br><br>*Rural Studies*<br><br>*Agricultural Content Enhancement* |
|---|---|---|---|

| Date of Contact with Associate Provost for Academic Administration[1]: | Dr. Jeanine Blackwell 02-15-13 |
|---|---|

| Bulletin (yr & pgs): | 2012-13 116-120 | CIP Code[1]: | 13.1399.03 | Today's Date: | 02/15/13 |
|---|---|---|---|---|---|

| Accrediting Agency (if applicable): | |
|---|---|

| Requested Effective Date: | ☒ Semester following approval. | OR | ☐ Specific Date[2]: | |
|---|---|---|---|---|

| Dept. Contact Person: | Dr. Rosalind Harris | Phone: | 859-257-7584 | Email: | rharris@uky.edu |
|---|---|---|---|---|---|

## 2. CHANGE(S) IN PROGRAM REQUIREMENTS

| | | Current | Proposed |
|---|---|---|---|
| 1. | Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work) | 9 hours | *9 hours* |
| 2. | Residence requirement (if applicable) | None | *None* |
| 3. | Language(s) and/or skill(s) required | None | *None* |

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[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.
[2] Program changes are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

| | | | |
|---|---|---|---|
| 4. | Termination criteria | None | *None* |
| 5. | Plan A Degree Plan requirements[3] (thesis) | CORE CURRICULUM CAREER and TECHNICAL EDUCATION (CTE)<br>Experiential Education - AED 535 - 3 cr.<br>Statistical Analysis - AED 686 – 3 crs.<br>Individual and Group Dynamics - AED 679 – 3 crs.<br>Advanced Methods of Teaching - AED 670 – 3 crs.<br>Research Methods - AED 682 – 4 crs.<br>Professional Enhancement – AED 768 – (Thesis and Creative Component) 1-6 crs.<br>20 core credits plus 10 credits of electives minimal<br><br>CORE CURRICULUM COMMUNITY AND LEADERSHIP DEVELOPMENT (CLD) OPTION:<br>Program Development and Evaluation - CLD 665 – 3 crs.<br>Community Development & Leadership Communication – CLD 675 – 3 crs.<br>Community Development Theory and Practice – CLD 685 – 3 crs.<br>Research Methods – CLD 682 – 3 crs.<br>Practicum in Community and Leadership Development – CLD 750 – 3 crs.<br>Thesis (Plan A) – CLD 768 – 1-6 crs.<br><br>20 core credits plus 10 credits of electives minimal | *Core Curriculum:*<br><br>*Graduate Study in Community and Leadership Development - CLD 620 – 1 cr.*<br>*Research Design – CLD 686 – 3 crs.*<br>*Statistical Analysis – CLD 684 or*<br>*Qualitative Research Methods (Departments: Sociology, Anthropology, Education, Evaluation and Policy Studies) – 3 crs.*<br>*Individual and Group Dynamics - CLD 630 – 3 crs.*<br>*Experiential Education: Process and Practice – CLD 610 or*<br>*Community Engagement – CLD 670 – 3 crs.*<br><br>*In addition Choice of one course – corresponding to the student's enrichment area:*<br>*Advanced Methods of Teaching – CLD 671 – 3 crs*<br>*Advanced Community Development Theory and Practice – CLD 685 – 3 crs.*<br>*Community Development & Leadership Communications – CLD 675 – 3 crs.*<br>*Advance Leadership Theory and Practice – CLD 660 – 3 crs.*<br>*Thesis (Plan A) CLD 768 – 3 crs.*<br><br>*19 core credits plus 11 credits of electives minimum* |
| 6. | Plan B Degree Plan requirements[3] (non-thesis) | CORE CURRICULUM CAREER and TECHNICAL EDUCATION (CTE)<br>Experiential Education - AED | *Core Curriculum:*<br><br>*Graduate Study in Community and Leadership* |

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[3] If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

| | 535 - 3 cr.<br>Statistical Analysis - AED 686 – 3 crs.<br>Individual and Group Dynamics - AED 679 – 3 crs.<br>Advanced Methods of Teaching - AED 670 – 3 crs.<br>Research Methods - AED 682 – 4 crs.<br>Professional Enhancement – AED 768 – (Thesis and Creative Component) 1-6 crs.<br>20 core credits plus 10 credits of electives minimal<br><br>CORE CURRICULUM COMMUNITY AND LEADERSHIP DEVELOPMENT (CLD) OPTION:<br>Program Development and Evaluation - CLD 665 – 3 crs.<br>Community Development & Leadership Communication – CLD 675 – 3 crs.<br>Community Development Theory and Practice – CLD 685 – 3 crs.<br>Research Methods – CLD 682 – 3 crs.<br>Practicum in Community and Leadership Development – CLD 750 – 3 crs.<br>Plan B - Creative Component – CLD 768 – 1-6 crs.<br><br>20 core credits plus 10 credits of electives minimal | *Development - CLD 620 – 1 cr.*<br>*Research Design – CLD 686 – 3 crs.*<br>*Statistical Analysis – CLD 684 or*<br>*Qualitative Research Methods (Departments: Sociology, Anthropology, Education, Evaluation and Policy Studies) – 3 crs.*<br>*Individual and Group Dynamics - CLD 630 – 3 crs.*<br>*Experiential Education: Process and Practice – CLD 610 or*<br>*Community Engagement – CLD 670 – 3 crs.*<br><br>*In addition Choice of one course – corresponding to the student's enrichment area:*<br>*Advanced Methods of Teaching – CLD 671 – 3 crs*<br>*Advanced Community Development Theory and Practice – CLD 685 – 3 crs.*<br>*Community Development & Leadership Communications – CLD 675 – 3 crs.*<br>*Advance Leadership Theory and Practice – CLD 660 – 3 crs.*<br>*Plan B - Creative Component CLD 758 – 3 crs.*<br><br>*19 core credits plus 11 credits of electives minimum* |

| 7. | Distribution of course levels required<br>(At least one-half must be at 600+ level & two-thirds must be in organized courses.) | | |
|---|---|---|---|
| 8. | Required courses (if applicable) | See course list above. | *See course list above.* |
| 9. | Required distribution of courses within program (if applicable) | None | *None* |
| 10. | Final examination requirements | Written Thesis/Creative Component and oral defense | *Written Thesis/Creative Component and oral defense* |
| 11. | Explain whether the proposed changes to the program (as described in sections 1 to 10) involve courses offered by another department/program. <u>Routing Signature Log must include approval by faculty of additional department(s).</u> | | |

|     | For qualitative courses will need signatures from Sociology, Anthropology and Education Policy and Evaluation Studies. |
| --- | --- |
| 12. | List any other requirements not covered above? |
|     | None |
| 13. | Please explain the rationale for changes. If the rationale involves accreditation requirements, please include specific references to those requirements. |
|     | See indroductory front material |

# CHANGE MASTERS DEGREE PROGRAM FORM
## Signature Routing Log

**General Information:**

Proposal Name:   CTLE MS change to CLD MS

Proposal Contact Person Name:   Dr. Rosalind Harris      Phone: 7-7584      Email: rharris@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|---|---|---|---|
| Community and Leadership Development Department | 11-16-12 | Gary Hansen / 7-7586 / ghansen@uky.edu | |
| Sociology Department | 2-15-12 | Shaunna Scott / 7-6882 / Shaunna.Scott@uky.edu | |
| Anthropology Department | 2-17-12 | Mary Anglin / 7-1051 / manglin@uky.edu | |
| Educational Policy Studies & Evaluation Department | 2-18-2013 | Beth Goldstein / 7-2705 / bethg@uky.edu | |
| Graduate Curriculum Committee, College of Agriculture | 3-22-2013 | Larry J. Grabau / 7-3469 / Larry.Grabau@uky.edu | |

**External-to-College Approvals:**

| Council | Date Approved | Signature | Approval of Revision[4] |
|---|---|---|---|
| Undergraduate Council | | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

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[4] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.